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TEACHING OF READING
IN THE
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SAN FRANCISCO STATE NORMAL SCHOOL

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A COURSE OF STUDY FOR
THE TEACHING OF
READING IN THE INTERME-
DIATE GRADES AND HAND-
BOOK TO THE STATE
SERIES SECOND, THIRD,
AND FOURTH READERS

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FORMAL READING.

By formal reading is meant the ordinary oral reading of the schools. Its ends are:

First, the early acquirement of facility in the art of reading; that is, an early mastery of the mechanics of reading, including the recognition at sight of words and phrases, an understanding of their meaning as combined in sentences, and the ability to express vocally the thoughts thus obtained clearly, intelligently and feelingly.

Second, the formation of the reading habit, the acquirement of a taste for good literature, and, in some measure the development of a selective judgment which shall lead the individual to read good books.

The teacher who is to succeed in teaching reading must prepare herself for each lesson. Lack of preparation by the teacher is sure to be followed by lack of interest on the part of the pupils; and an indifferent or poor reading lesson is certain to result.

The lesson should be carefully read by the teacher; hard words and phrases selected for drill; difficult passages noted, with means for their elucidation; questions which shall test thought-getting by the children prepared and a plan made for teaching the lesson to the best advantage.

"Children learn to read well by reading well; and they read well that which interests them."

The first step in the presentation of a reading lesson is to awaken interest on the part of the pupils, to stimulate desire to read the lesson. This may be done by one or more of the following methods:

(a) Give briefly an idea of what the lesson contains.

(b) Call up similar experiences in the life of the children or of the teacher.

(c) Discuss the picture briefly. If the child gets part of the story from the picture and finds it interesting, he will want to read the remainder from the printed page. The study of the picture will also help to enlarge and make keen the child's powers of observation.

(d) Bring in the real things mentioned in the lesson, as a starfish, a cotton boll. If the real things are not obtainable, good pictures and vivid descriptions may be substituted.

(e) Read to the class a part of the book or lesson, stopping before the climax.

(f) Ask thoughtful and thought-provoking questions to be answered by the reading of the lesson. It should not be possible to answer these questions in the words of the book. Nor should the questions be mere

puzzles, trivial in import. They should stimulate thought and should require the careful reading of the lesson.

(g) Give the child the power to read easily and well. Make the reading exercise pleasurable. Free it from formal demands, fault-finding, and intimidation. It is worth while to get the class into a happy mental state before beginning the reading lesson. A bright "Good-morning!" or a merry song at the beginning of the day will have a good effect upon the reading that is to follow. The pupils are not to be worked up to a state of excitement but are led to be serene and happy. The cheerful spirit contributes to the ready appreciation of thought and to free, glad tone in expressing the thought obtained.

The lesson must be diversified to sustain interest. Oral reading in what may be termed the mechanical stage, is prosaic. To sustain interest, as an antidote to brain fag, the teacher must continually raise the temperature of the class by unexpected changes, sometimes by shifting the position of the class, by reading a few lines herself, by new suggestions and by bright questions. Throughout the lesson, however, the continuity of thought must not be lost.

The second step in the reading lesson is the removal of difficulties by giving the children the mastery of words and phrases as to (A) form, (B) meaning.

(A) Divide difficult words into syllables, using the accent mark if necessary. Have the child look for the part or parts of the word which he knows, that is, for the word-forms; have him sound the prefixed consonants and blend the whole; as, *Or e gon, seam per ing, in de pend ence*. As seventy-five per cent of the words in common use are phonetic, the phonic lessons of the First and Second Grades, giving the pupil a knowledge of phonic elements, with power to blend them, and ability to break up new words into phonograms, are of great value in making him self-helpful in the mastery of words.

The suggestion of the derivation of the word, and the direction to "see the picture" that the word calls up, will often fix both the word and its meaning in the mind.

Non-phonetic words, such as *says, tongue, carriage, pigeon*, should be pronounced for the child and impressed by sentence use and by repetition.

The drill upon the new words, phonetic and non-phonetic, should be thoroughly given before the study of the reading lesson is undertaken. The presentation of the words, and the drill upon them, may be advantageously given the day before the lesson is taken up, but they should be reviewed just before the lesson is studied.

Drill on Phrasing.

The eye must be trained to take in several related words at a glance. A good reader groups words into well-arranged phrases. The ability to group words properly must be cultivated early. To this end the following methods may be used.

(a) Select from the reading lessons phrases containing the difficult words, writing them upon the board. Develop and drill upon the hard words; then have the phrases read. The following will serve as examples of phrases:

these delicate invalids
seized and instantly crushed
crossing the desert with a caravan
through an opera glass
a little Sister of Charity

(b) Drill on phrasing or grouping of words in sentences as they occur in the reading lessons: as, The little bird built her nest in the lilac bush.

At first the detached phrases are given, to be read connectedly, as one reads the syllables of a long word. Care must be taken in reading the complete sentence that the pause is so short that the sentence seems to be read almost continuously.

The phrase given should always be a sense unit, ending at a rhetorical pause. These, for example, are phrases:

Some one has hidden my cap | just to keep me from having a good time;
but to keep me from, one has hidden, having a good, are *not* phrases.

As the children gain power, longer and longer phrases should be given, or two or more phrases coupled.

The application of this work in the reading lesson will give the children power to glance ahead and take in the thought, and will afford time to breathe at proper times. It will aid, therefore, in getting smooth, expressive reading.

Training for quickness in phrasing can be given:

(1) By exposing for a few moments one of a series of phrases written under a roller curtain, and then having the phrase read.

(2) By flashing phrases written or printed on cards or on strips of paper.

(3) By quickly writing and erasing phrases, allowing the class very little time to glance through each expression before it is erased and read aloud.

(4) A good exercise for phrasing is the following:

Write upon the board a number of sentences containing phrases. These given below are simply for illustration. Each teacher should make her own:

I have a pretty new doll.

She has blue eyes and light hair.

I can sew for her.

Baby likes to play with my doll.

Ben has a little gray rabbit.

He feeds it leaves and grass.

My mamma has four white hens.

She gives them corn.

First the short phrases should be read, then the longer or combined phrases, then the entire sentence. For example, in the second sentence the order of reading may be blue eyes, light hair, blue eyes and light hair; then the whole sentence.

When the sentences have been read, many new sentences may be formed by combining parts of several sentences, the teacher quickly drawing the pointer under the parts required, the pupil following and finally reading the sentence pointed out. The following are a few of the many sentences which can be made from those given:

Baby has blue eyes and light hair.
She has a pretty new doll.
Baby likes to play with Ben.
I can sew for baby.
My mamma has pretty blue eyes.
Ben has four white hens.
He feeds them grass and corn.

(5) With pupils of the Third, or Fourth Grade, write a paragraph or more, containing long sentences, upon the board. Read the paragraph, making the pauses noticeable; then call upon a pupil to read to the first stop; place a vertical line at that point; call upon another pupil to read to the next pause, and so on. Have the entire paragraph read. Then take up a new paragraph and study sentence by sentence with the class to find the best places to stop; that is, divide the selection into phrases. Draw a short vertical line at each stopping place. Have the pupils practice reading the selection, pausing slightly at the vertical lines.

Two children, or the teacher and a child, may read the phrases alternately as if one person read the whole. Example:

Jack and Joe had pale faces and thin cheeks. | The fresh air and sunshine | did not always find their way | into the street where the boys lived. |

One June day | a beautiful thing happened to Jack and Joe. | A lady came to their mother and said, | "Mrs. Brown, | will you let your boys go out into the country with me | to stay a month? | I will take good care of them." |

After much drill has been given the class on proper phrasing, individuals may still find it difficult to know where to pause. Special help should then be given, the teacher telling the child as he studies, and if necessary, when he reads aloud, where to stop.

(B) The meaning of difficult words and expressions should be made clear by use in sentences by teacher and pupils, or by explanation in other ways.

The children must have the requisite experience before they can understand many lessons. If the experience is wanting, it is necessary to omit the lesson or to give the needed experience by bringing in the materials, causing the requisite activities or stirring the right emotions, either through imitative reading or by a correlated story.

Silent Study.

The silent study of the lesson should follow the drill on new words and on phrasing, except in special cases, where sight reading under the direction of the teacher is preferable.

The aims in the silent study of the lesson should be for:

- (1) Final mastery of words and phrases.
- (2) Thought-getting; experiencing the feeling.
- (3) Visualizing; that is, seeing the pictures. (See page 14.)
- (4) Appreciation; enjoyment.
- (5) Gaining ability to read the selection clearly and intelligently.

Children should be taught how to study. Word-studying results in word-saying. Passive reading during the study-time results in poor reading in the recitation.

Long-continued study of the lesson can not be obtained from young children. They are usually satisfied with one reading. A second or third reading may be obtained; but more should not be expected. Reviews and supplementary reading lessons may be given as busy-work.

Children will work better if a definite incentive is supplied for each study of the lesson. Directions may be given as follows:

1. Master all the words.
2. Study to get all the story or to understand all the thought.
3. Practice on the reading of the lesson.
4. Try to see the pictures described in the lesson and select the passages which you like.

The Recitation.

The best results are obtained by dividing a large class of one grade into at least two sections, so that one may recite while the other studies. Directions, explanations, and drills are given to each section as a whole; but in order to secure the best results with the least expenditure of time, each section is broken up during the recitation time into small groups. While one group recites the other groups of the section study or do allied seat-work, such as reading and illustrating given paragraphs, answering questions on the lesson, reading review lessons or reading supplementary lessons or books.

The pupil when reciting should take an easy natural position; but this should be done unconsciously. His attention should not be on his bodily attitude, nor upon the manner in which he holds his book, but upon the message which he is to give from the printed page. It is wise, therefore, for the teacher to give to the class preliminary exercises upon the manner of standing and of holding the book, giving reasons for each direction and kindly correcting bad attitudes. During his recitation a pupil should not be disturbed by nagging criticisms upon his position. The following suggestions are given *for the teacher only*.

When reciting the pupil should stand erect, chest forward, head up, muscles free.

The weight should rest equally upon both feet, the toes being turned outward at a slight angle to secure a firm base; or one foot may be placed a little in advance of the other, but the weight should always be borne by both feet equally; because resting the weight upon one foot tends to raise the opposite hip and shoulder, resulting ultimately in spinal curvature.

The book should be held in the left hand, not so high as to interfere with the free passage of the voice, nor so low as to allow a stooping posture in the effort to see. The right hand should be dropped easily at the side.

The position for seat recitation is similar: chest up, head erect. The feet should be placed well forward and flat upon the floor. The arms may rest lightly upon the desk; but the body should not be allowed to lean upon them. The trunk should be supported independently. The back should present a slightly concave curve.

If the desk is sufficiently high, the book may rest at an angle upon the front edge.

In the recitation the teacher should first rekindle interest by having questions previously given answered by asking bright test questions, by having a brief discussion by the class of interesting points in the lesson, by having favorite passages noted, or, if time permits, by having the story of the lesson told.

It must be borne in mind that the reading hour is for reading, and the preparatory word and phrase drills, and the tests of thought-getting should not be allowed to usurp the time needed for the practice of oral reading. The preparatory work should be done quickly and effectually, with the thought in view that it is merely a means to an end, and that end is good reading.

Methods in the Recitation.

With little children the sentence by sentence method is specially useful. The entire class are asked to look at a sentence, not to whisper it word by word, as they are inclined to do, but to *look* at it. Then one is asked to read the sentence aloud. All are told to look at the next sentence, and one is asked to read that. In this way all the class read every sentence and individuals are called promiscuously to read aloud. With older pupils sentence-by-sentence reading is a means of unifying the attention of the class, and of having many pupils read in a short time. It is well to use this method when the children are tired and interest lags.

Continuous reading of the lesson should follow sentence-by-sentence reading.

(b) A paragraph is read by a pupil; another pupil is questioned on it, or is called on to reproduce it.

(c) Continuous reading of several paragraphs or pages gives the best practice in reading.

There may be difficulty in holding the attention of other members of the class while one pupil reads continuously; but the children may be stimulated to follow the thought; they may close their books and see if they can understand all that is read, or the reader may be stopped at any moment

and another child called on. Questions on the text just read may be asked, the inattentive pupils being called on most frequently.

(d) One pupil may read a new selection, which he has studied, the others listening with books closed, and reproducing the thought or answering questions upon it. This method is good for sight reading of easy, interesting supplementary lessons or books.

Backward pupils who stumble and hesitate so that their classmates become impatient when they read, may be coached before school upon a given selection so as to read it creditably and surprise the class. The effect upon the individual and upon the class is most salutary.

(e) In dialogue or conversational reading, the pupils may take the parts and "talk" the lesson, or better still, they may dramatize it.

It is well at first for the teacher to assume the most difficult part, putting much spirit into her remarks, questions or replies. Pupils who subsequently take the part will unconsciously imitate her reading.

Questions and answers may be prepared by the teacher and read by two pupils.

"Conversation slips"—a spirited conversation written on numbered cards—may be similarly used.

(f) A good story is written on slips of cardboard which are numbered. These are distributed promiscuously among the class. The pupils are to read as if one person told the story.

The children may then reproduce the story or answer questions upon it. As this is sight reading, the story should be comparatively easy for the class; and it *must* be interesting. The following is a good example of a story for the Third Grade.

CUT UP STORY.

Preliminary Word-drill.

Scottish Chiefs—lettuce—waistband.

AT THE LITTLE BOY'S HOME.

1. It was a hot day. The Little Boy was lying under the linden tree reading "Scottish Chiefs."

2. The Little Boy's father was weeding the flower bed near by. His mother was at work in the house.

3. "Little Boy," called his mother, "go out into the garden and bring me a head of lettuce."

4. "O, I'm too hot!" said the Little Boy.

5. At that his father picked him up by the waistband and dipped him into the tub of water that was standing near.

6. "There, my son," he said, "now you are cool enough. Go and get that lettuce."

7. The Little Boy went drip, drip, drip out into the garden and got the lettuce, and drip, drip, drip into the house to take it to his mother.

8. But he said never a word. For that is the way they do things at the Little Boy's home.

9. You would not like it? Well, perhaps not. But the Little Boy is almost always happy and he is learning the truth of the old saying,—

“Come when you’re called,
Do as you’re bid;
If you’ll always do right,
You’ll never be chid.”*

Reviews.

We like to do that which we can do well. Lessons that have been read well can be reviewed with much pleasure and profit, if the right spirit is aroused in the beginning. The review should not be a punishment for a poorly prepared lesson, but the repetition of the pleasure of a good lesson. The re-reading of lessons in which the words and thought have been mastered gives facility in reading and pleasure to the reader and to his hearers.

After the new lesson has been studied, one or two lessons may be read as review daily. This forms good seat work. Definite assignments of pages to be read may be made by the teacher; or each pupil may choose his hardest lesson, the lesson he likes best, or the lessons about animals, lessons about games, lessons from a given author, and the like.

One day in the week, preferably Monday, should be devoted to a review of the week’s work, the review to include much expressive, continuous reading.

Expression.

Reading should be natural. It is simply *talking* in order to express the thoughts and feelings of the author, to the end that those who hear may understand clearly the thoughts, and feel deeply the emotions presented.

In working for good expression help the children to get the atmosphere of the selection to be read. Tell the story, at least in part, to make the setting clear. Have the children imagine the picture involved in the piece; and lead them to appreciate the circumstances under which the speaker gave utterance to what he said. Get the child who is to read to put himself in the place of the person who spoke. Set the piece in the right key. In general, strive for animation. Let the tone for ordinary selections be bright and joyous. Get the reader to feel that he is talking with friends who enjoy listening to what he says. Reading aloud is often such a serious matter, that the tone naturally drops to a minor key or follows a dead level. If the tone is slow and solemn or monotonous, stop the reading and have the child describe something bright and interesting. Let him tell about the pleasantest experience he can remember or tell about the funniest thing he ever saw. Then let him take up the selection and read in the tone which he has just used in his narration.

An artist in painting a picture presents one main thought, and the details of the picture are subordinate to that. An author also has a central theme around which minor thoughts are grouped. Lead the child to find that message and tell it.

* This selection is from Richards, Laura E.—*Five-Minute Stories*.

The oft repeated assertion, "Let him understand and feel what he reads and he will read with good expression," is largely true. Poor expression is commonly due to failure to get the thought in its fullness or to experience the feelings expressed by the author. In this case the remedy is clearly to bring out the thought by questions or suggestions or to explain the meaning.

Not a few children, however, are self-conscious; understanding the thought, they are unwilling to expose themselves to possible ridicule by rendering it. This is particularly true in the reading of selections expressing strong emotions. The remedy here is to put the reader at ease, to make him so interested that he forgets his self-consciousness. To that end he may be allowed to read from his seat; another child who is more confident may be asked to read the passage first; or concert practice may be given in reading the difficult passage after the teacher. Concert reading is usually very poor reading, but if the class is allowed to read a short passage following the teacher, the exercise is sometimes useful.

Another cause for poor expression in reading is the fact that many English-speaking children, and nearly all foreigners, have not fully acquired good habits of vocal expression. The conventional habits of accent, phrasing, and the proper use of pitch, inflection, force, and quality do not come natural to children, but are learned almost wholly by unconscious imitation. The personal element does enter into the case; but the child's mode of vocal expression is due largely to his environment. With foreign children and with others whose habits of speech are poor the best method in making the beginning is imitation of the teacher's reading, or better still of a child's, if one of the class can read well enough to give an excellent model.

Imitative Reading.

Rote work, or mechanical imitation, in which the teacher reads a few words or a sentence, the class repeat in concert, and so on, may bring apparently good results if the teacher is an excellent reader; but it may be for many pupils a complete failure, resulting in inattentive, mechanical reading or affected expression, giving little or no help toward the reading of the next lesson, and bringing not the slightest mental gain to the pupils.

The children need good models in reading, and the teacher should frequently read to them. To prevent slavish imitation of inflections, pauses, emphasis, and quality of tone, she should read at length—an entire poem or several paragraphs. She should then study the portion read, with the class, to make sure that they understand it; and should draw out the pupils to express their own interpretation. Then, after the silent study of the selection, each will imitate the teacher's model in his own way. There ought to be no mechanical imitation when each pupil has appropriated the thought for himself.

Poetry, which is not the natural language of children, and prose selections which are in a measure beyond the pupils (if such lessons should ever be given), are best taught by imitation. When a child has not fully grasped the thought, an expressive rendering of the passage is often the best possible means of making it clear.

A poem should be presented by a sympathetic, musical reading in order that the class may feel the rhythm and get the beauty of the whole. Then a stanza at a time may be read by the teacher, with needed explanations from pupils or teacher.

In other words, after the poem has been read aloud by the teacher, stanza by stanza should be studied by pupils and teacher together, until the meaning is clear. The object is to get the children to understand the thought, to experience the feeling, and to appreciate in some measure the beauty of the poem. Definition, analysis of structure, and hunting down all allusions and references may rob the selection of its life and beauty. Such study has no place in the primary grades.

After the reading and study with the teacher, the class should study and practice upon the reading of the poem, and finally, should read it aloud.

Visualizing as an Aid in Reading.

When pupils have learned to read easily and continuously, to glean new thoughts from the printed page with little effort, much of their enjoyment and, indeed, much of their ability to comprehend fully what they read and to interpret it to others by means of expressive oral reading, depends upon their power to construct, from their own concepts, the word pictures described.

The power to visualize is helpful in almost every department of school work, particularly in reading, descriptive geography, applied mathematics, illustrative drawing, history, and literature. Nor does the utility of the power to visualize end with the work of the schools. There is no avocation of life, except purely manual labor, which does not require the ability to picture conditions, needs and results.

In the Third Grade, possibly earlier, the children should be taught to visualize the word pictures in their lessons. The pictures which they see they should be led to describe orally or to reproduce by drawing.

The preparation for this work in visualizing is gradually made, almost from the beginning of school work. When the word ball, kitty or bird is presented to the First Grade pupils they learn to picture the symbol, and then through the word they call up the mental picture of the object. Each new noun or active verb as it is taught should be pictured mentally by the children. Memory is powerfully aided by this act of visualizing. Complete sentences are pictured in the same way in response to the teacher's suggestion; and the seeing of pictures soon becomes, consciously or unconsciously, a part of the children's study.

It is wise for the teacher to call the attention of Second Grade pupils to any passages in their lessons that bring out good pictures, and have the imagined scenes described briefly. Children are prone to go off on imaginative tangents, giving free reign to their fancy; but this should be discouraged. While they should be led to talk freely and to add some appropriate details, the pictures given should be a true interpretation of the passage read.

In taking up the work in the Third Grade a single word may first be given and the children led to describe the picture which it calls up; for example, tree, river, winter, wave,

Next sentences having picturing power may be given; as, It was a summer day.—The children searched in the long grass.—The yellowbirds sang of gardens blooming with flowers, and of bees and butterflies and sparkling waters. (State Third Reader, page 147.)

Then the teacher should read, or, better, recite a longer passage giving a good word picture and describe to the class what she sees in the selection. She should then give another passage and ask the pupils to describe the picture; she, herself, supplementing their meager descriptions. This work should be carried on as subordinate part of the reading lessons until the class understand what is meant by seeing pictures in a selection. Then the application should be made; the children being asked to make clear pictures for given paragraphs in their reading lessons.

The following selections show what kind of material should be used for visualizing:

“When Oliver was quite small he used to ride with his father and mother, sitting between them, and sometimes driving the horse. One of their drives was over the bridge to the next town. There was an old brown house by the roadside, and in the yard was a garden of many bright flowers.” (State Third Reader, page 126.)

“In his own garden was a row of tall sunflowers growing near an old pear tree. The yellowbirds seemed very fond of them, and Oliver loved to watch them flutter about, ‘golden, in the golden light, over the golden flowers.’ ” (State Third Reader, page 127.)

“They drive home the cows from the pasture
Up through the long, shady lane,
Where the quail whistles loud in the wheat fields
That are yellow with ripening grain.”

“The breaking waves dashed high
On a stern and rock-bound coast,
And the woods against a stormy sky
Their giant branches tossed;

And the heavy night hung dark
The hills and waters o’er,
When a band of exiles moored their bark
On the wild New England shore.”

—State Third Reader, pages 123-4.

In the work of the Fourth Grade the children may find for themselves the passages containing fine pictures and describe the scenes brought to mind by the selections.

Breathing Exercises.

It is needless to argue for full, deep breathing. Abundant and correct breathing is vitally important in oral reading. Breath is the motive power; and proper breathing is the means of obtaining clear, resonant tones so essential to good reading.

Before giving breathing exercises give the children, briefly, the idea of the chest cavity, and tell them how it can be made larger in three ways, (1) by raising the chest; (2) by making the trunk larger around, that is, by lifting the ribs; and (3) by lowering the muscular wall that forms the floor of the chest cavity. Teach the pupils to breathe fully, that is, to expand the chest in all of these three ways, to make it as large as possible.

Before beginning to read, it is wise to take full breath; and before undertaking to read long sentences it is necessary to take full breath and hold the muscular wall (the diaphragm) taut so as to hold a sufficient breath supply.

1. Breathe through the nose and expel the air through the nose, teacher counting, "1—2—3—4—5—6." Vary by increasing the number of counts and by counting more slowly.

2. Inhale through the nose and at a signal, forcibly expel the air through the nose. Vary by expelling the air explosively through the mouth.

3. Throw out the breath in the lungs, inhale slowly, and let out the breath by giving the sound of long *ā* in a whisper. Vary by sounding, *ōō* audibly and musically. Give Italian *a* (*à*) in a similar way, making the mouth cavity large. Be sure that the tone is musical.

4. Inhale and count aloud in bright, well-rounded tones and with clear articulation.

5. Inhale, taking ten slow steps and exhale taking ten. The class may march around the room in this exercise.

6. Throw out the breath as fully as possible and take a long, full inspiration. "Pack" more air into the lungs by taking as many short breaths as possible. Exhale slowly and fully.

Brief breathing exercises should frequently be given as a class exercise before the reading lesson. The windows should be open and generally the class should stand. The exercises thus given freshen and animate the class and result to some degree, in the oral reading, in the use of full, clear resonant tone.

Correction of Errors.

"Word-saying" is a common fault in the primary grades. The causes are: unfamiliarity with the words; failure to group words in phrases; the habit of pointing, with finger, pencil or pointer to word after word (a habit fostered sometimes by parents and teachers); and failure to let the eyes run ahead of the voice and take in the phrase that is to be read next.

The remedies are clearly to make the class thoroughly familiar with the words before reading is attempted; to teach the pupils to group words in phrases (See page 6); to explain to the class how to let the eyes read in advance of the voice, and to give practice in this exercise.

The remedies for monotonous and expressionless reading have already been suggested under General Methods, page 12.

Enunciation and Pronunciation.

Oral speech abounds in errors of enunciation and pronunciation. Such sentences as, "Whad jew say?" "S'pese yuh gimme yer ba-a-sket." "W'y I wuz jus' lookin' fur sump'n' I want'" are so common as to pass unchallenged.

The errors commonly made are few in number, when classified; and they can be eliminated by simple exercises persistently given.

Whatever the faults may be they must be removed by causing the child to form correct vocal habits in place of his incorrect habits. Merely telling him his mistake will do no good. One or two attempts to give the correct sound will avail but little. His first success is but the starting point. He must repeat the correct sound again and again, while the after image of the position and movements of the vocal organs is still vivid in his memory. He must be led to practice over and over the correct sound after the lapse of short intervals of time and to repeat the practice day by day until the use of the correct form becomes reflex.

Unless the teacher is able to give the necessary attention and time to the correction of faults of enunciation and pronunciation, she might better not attempt it; for a mere beginning is an utter loss of time and energy.

The most common faults in enunciation may be classified as follows:*

1. Failure to give clearly final

g as in going, playing, singing, supposing;

d in lend, send, friend, and, held;

t in kept, let, left, don't, didn't, lift;

v in give, leave, have; also medial *v* in seven, ever.

2. *Th* (vocal) pronounced as *d* in this, the, them, mother, father, other, bother, brother.

3. *Th* (aspirate) pronounced as *t* in such words as thirty, three, thousand, thought, through.

4. *Wh* sounded as *w* in such words as why, white, wheat, which, where, what.

5. Omission and slurring of vowels and of *p, r, n, c*, etc. in such words as surprise, suppose, Arctic, government, February, library, every.

6. Omission of *h* or *th* in phrases like *for him, with her, to them, after him, without them*.

WORDS COMMONLY MISPRONOUNCED.

just—(jus', jist, jest)

can—(kin, e'n)

catch—(ketch)

get—(git)

was—(wuz)

for—(fur, foah)

saw—(sor, sawn)

been—(hen)

to—(ter, tuh)

scared—(skeered, scart)

because—(beenz, 'cause, euz)

have to—(haf to, haf ter)

nothing—(nothin', nawthin')

to-morrow—(to-morrah, to-morrer)

yesterday—(yestiddy, yistad'y,

yestahd'y)

clothes—(close)

asked—(axed, ast, asked)

real—(reel)

little—(lil', litto, liddle, itto,

lectle)

believe—(b'leeve)

* A list of the errors made by the pupils of twelve primary classes during a period of two years has been collated and the list here given is the result.

your—(yer, yore)	often—(often, offin)
it—(ut)	toward—(to-ward)
like—(luk)	again—(agin, agāin)
hen—(hin)	paper—(papuh)
men—(min)	February—(Feb'uary)
there—(they)	library—(liberry)
no—(noap, naw)	give me—(ginme)
forget—(furgit)	surprise—(supprise)
picture—(pic-cher, pietcha)	government—(gover'ment)

The causes of poor enunciation and pronunciation are:

- (a) hearing incorrect speech,
- (b) defective hearing,
- (c) defective or uncontrolled vocal organs,
- (d) lack of discriminating attention.

The first essential in remedying faults of enunciation and pronunciation is, without doubt, securing the interested coöperation of the pupils so that each strives earnestly to correct his own faults.

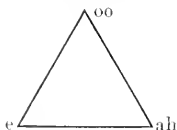
(2) The teacher should enunciate very clearly, even slightly exaggerating the final consonants and the sounds usually slurred.

(3) Children should be trained to see accurately and to render correctly all new words in their reading lessons. The phonic exercises suggested for First and Second Grades train pupils to see the parts of words and to give each phonetic element its full sound. These lessons are invaluable in securing clear and correct pronunciation.

(4) Short drill exercises should be given on the correct form of words commonly mispronounced. Such drills may be given to individuals, to small groups of pupils, then to several classes or to the entire school at once. Care must be taken, however, that each pupil gets the sound correctly.

Drill 1.

- (a) To secure good lip movement, which is necessary for clear enunciation, have the pupils sound the letters at the angles of the triangle, changing the order, and repeating the exercise many times. Show the children how to move the lips and make the object of the exercises clear to the class.



- (b) With good lip movement, have these expressions pronounced. If necessary show the pupils how to pronounce correctly and to move the lips well.

Did you ?
 Would you ?
 Could you ?
 Didn't you ?
 Shouldn't you ?
 Haven't you ?

Give me the basket.
 Lend me your knife.
 for him.
 after her.
 with them.
 to him.

Drill 2.

Give this drill after Drill 1 has been practically mastered. Have final consonants clearly given. In giving each word or separated consonant there should be a fresh impulse from the diaphragm,* and the consonant should be given explosively.

just—t—t—t—told
told—d—d—d—dog
dog—g—g—g—give
give—v—v—v—vain
vain—n—n—n—near
near—r—r—r—rob
rob—b—b—b—bold.

Drill 3.

Have medial and final consonants given very clearly. Instead of pausing noticeably between the syllables a new impulse from the diaphragm* should be given in beginning the second syllable.

at-tack	ap-peal	at-tempt
ad-dress	ap-proach	ac-cept
oc-cur	in-ner	ar-rears
ef-fect	up-per	as-sist
ag-gressor	ut-ter	ag-grieve
im-mense	ac-cord	im-mune

Drill 4.

Review Drill 1. Get good lip movement and have these words pronounced after the teacher, then by individuals without the teacher's help and finally by the class:

held	can	believe	yesterday
just	catch	library	there was
swept	because	February	could have
get	forget	every	government
suppose	surprise	Arctic	with her
something	nothing	again	have to

Drill 5.

An old oak tree. Boys and girls
Just catch me, if you can.
I was surprised to see your brother with her.
Did you go to the library last February?
Would you lend me your knife?
Will you give me something to eat?
Didn't you suppose there was a library here?
Tell me what you did yesterday.
What did you say?

Addition drills should be made by each teacher to fit the needs of her class. The application of this work must be made in the children's oral reading and in their ordinary speech.

* See Breathing Exercises, page 15. (19)

PHONIC LESSONS FOR SECOND AND THIRD GRADES.

Pupils who have had the phonics course accompanying the Primer and First Reader (S. F. Normal Bulletin 3, New Series) should review the most difficult lessons during the first term of the Second Grade. The required lessons are given under the headings PHONIC LESSONS WITH PRIMER AND PHONIC LESSONS WITH FIRST READER, page 21 and page 31.

The ADDITIONAL LESSONS can readily be completed during the second term of the Second Grade or the first term of the Third Grade.

For pupils of the Second or Third Grades who have not had the phonics course with the Primer and First Reader, the work may be condensed and given as follows:

I. Present the consonants from known words, by having a pupil say a word and then *begin* to say it, thus obtaining the sound by natural analysis. For example, write *see* on the board, have it pronounced, then have a pupil begin the word, as the teacher erases or covers *ee*. In obtaining the sound of *z* the last sound of the word is prolonged.

The list which follows indicates the order in which the consonants should be taught; and gives the words from which the sounds may be derived.

s—see	t—to	y—you
m—mamma	d—doll	th (aspirate) thick
f—fed	h—have	b—ball
r—run	g—give	wh—white
c—can	sh—shell	v—very
k—kitty	w—will	z—buzz
p—papa	th—that	s like z (ʒ) his
l—like	j—Jack	c like s (ç) cents
n—nest	ch—chick	g like j (ǰ) gem

With pupils of the Second or Third Grade five or more consonants may be presented in each lesson.

In a few cases stories or suggestions will aid the children in learning and remembering the sounds. Thus the sound of *w* is like the sound of the wind in the trees; *sh* is the sound that means keep still; *ch* suggests the sound that the engine makes as the train starts. The sound of *g*, which is difficult to obtain, may be compared to the sound made when a liquid is poured from a bottle. The sound of *wh* may be obtained by blowing against the finger as if one were blowing out a candle.

These devices are merely supplementary, however; the presentation of sounds should be made by the analysis of known words.

As the sounds are being taught, drill thoroughly and review constantly. Continue to review after the consonants are apparently mastered. Make the drill bright and quick, using varied devices.

Suggestions for Drills.

1. Have a chart of consonants on the blackboard or on paper to form a wall chart. Point quickly and promiscuously to letters, calling on individuals and occasionally upon the class to sound them.

2. Flash before the class cards containing the consonants in large print or script, one letter on a card. Have the letter sounded as it is shown.

Vary the drill by giving the card to the pupil who correctly sounds the letter or to the monitor at the front of his row. The pupil or the row having the most cards wins the game.

3. Write a letter on the board, instantly erasing it. While writing call upon a child to give the sound.

4. Have the chart of consonants before the class. Let each choose a letter and sound it to see if the teacher can, from his sounding, write the letter which he has chosen. When the pupils can sound the consonants readily a child or a class may write, other children or the teacher dictating.

II. When the consonants are thoroughly learned, make the class familiar with the most commonly used word-forms, or compound phonograms, and the words built upon them. Each word-form, or compound phonogram, should be derived from a familiar word. For example, in obtaining the word-form *est*, place *nest* on the board and have it pronounced by the class; have *n* sounded and erase it. Then have a pupil sound *est*.

As the word-forms are presented drill and review constantly, using the same methods as for drill on consonants. The flash cards are specially useful in this work.

PHONIC LESSONS WITH PRIMER.

Lesson 1.

Review consonants by means of flash cards.

Write on the board the familiar word *can*, and have it pronounced. Erase *c* and have *an* pronounced. Prefix *p*, have it sounded and the word *pan* pronounced.

Build in turn:

man	nan	Dan	span
ran	tan	ban	scan
fan	bran	span	than

In building words containing digraphs and trigraphs, prefix a consonant at a time as *an*, *ran*, *bran*. Note that *th* in *than* is not a digraph, but a simple sound.

Have the phonetic words read repeatedly. Erase, build again and have the list read. *Have all lists read in pleasant, natural tone.* When the words are read with ease, have these sentences read at sight:

Nan can catch a ball.
Papa has a span of horses.
Get a milk-pan for mamma.
The milk-man gives his cow bran.
I am older than Dan.

Lesson 2.

From *au*, by change of final consonant, build the word-forms *ab*, *ad*, *ag*, *am*, *ap*, and *at*. By adding *p* to *am*, get *amp*. Similarly add *d* to *an* to get *and*. Drill on the word-forms until they are *mastered*. In the list of words given below underline each word-form and have it pronounced; then have the words read at sight:

bag	lamp	stab	sap	handsome
cab	scrap	jam	stamps	scamper
ham	scat	bad	cabin	band-stand
rags	nap	batter	brand	habit
tap	stag	snap	camping	scatter
slap	stand	rabbit	happen	landing

After a rapid drill on the words, have the lines read competitively, each pupil reading silently and standing when he finishes the line. Then have a pupil read aloud, and all who agree, sit.

Lesson 3.

From *thank* get the word-form *ank*; change to *ang*. From *an* build *ant*. Develop *atch* from *catch*. Let the children sound *ash* without help. Drill on all these word-forms until they are *mastered*; then build the words given below. To facilitate rapid building have the word-forms on the board and and the letters to be prefixed or added written in very small script and in dark blue chalk so as to be invisible to the class.

dash	rang	banker	hatching
clash	scratch	blanket	slanting
plant	bank	trash	crash
sang	latch	matches	clang
splash	sank	sprang	lantern

Lesson 4.

Review consonants from the blackboard or wall-chart; individuals and sometimes the class giving the sound as the teacher points to the letter.

Write the word *mice* on the board, and have it pronounced. Erase *m* and get *ice*. Prefix *r*, have it sounded, and have the word *rice* pronounced. In a similar way build the entire list. Have the words read many times.

rice	slice	twice
nice	spice	thrice
dice	price	slices
trice	splice	

When the words are learned, have these sentences read at sight:

Mice like cake.
This is nice cake.
Will you have a slice?
It is spice cake.
I like rice and milk.

Lesson 5.

From the familiar word *play* derive *ay*. Build the following words and have them read repeatedly:

say	sway	dray	stray	pay-day
day	gay	stay	slay	straying
May-day	bray	clay	spray	dray-man
hay	gray	braying	Tray	to-day
jay	away	staying	strayed	always

Will you stay with me to-day?

Go away, Tray,

I want to feed the little gray kitty.

There is a stray horse.

Please get that spray of roses for me.

Lesson 6.

From the known word *slate* derive *ate* and build the following words:

late	grate	fate	hateful	grateful
mate	Kate	hate	gate-keeper	rebate
gate	skate	plate	plated	debate
rate	dates	play-mate	later	statement
crate	state	skater	lately	prate

Have these similar words read at sight:

same	race	shapes	shade	flame
tame	blade	grapes	became	flaming
pale	shameful	plane	cape	stale

When the words are mastered give the following sentences for sight reading:

Do you like dates?

Kate is my play-mate.

I like to skate on the ice.

Make a fire in the grate.

I am grateful to my mother.

Lesson 7.

From these familiar words derive the word-forms following:

see—ce	bed—ed	big—ig
seed—eed	hat—at	green—een
nest—est	ride—ide	came—ame
had—ad	run—un	

Drill on the word-forms until all are learned, then by means of the Phonics Frame* or by writing on the board prefix *s* to the required word-forms to

* PHONICS FRAME.—This is especially valuable in the word-building required in the phonics lessons.

The simple apparatus needed may be constructed as follows: To the opposite ends of an oblong board 11 inches long 5 inches wide and 3/8-inch thick, firmly attach wooden

build *see, seen, seed, sun, sad, side, sat, same*. Have the words read as they are built. In a similar manner build with *f, h, w, b, sh, br* and *sl*, by combining with suitable word-forms.

Lesson 8.

Review consonants using the flash cards.

From *pail* get *ail* by erasing *p*; then build these words having them read frequently in pleasant, natural tone:

sail	tail	jail	wailing	mailing
mail	bail	wail	nailing	sailor
hail	grail	nails	jailer	railroad
rail	nail	snails	railing	tailor
trail	fail	flail	sailing	mainsail

Similar words to be read at sight:

dainty	painted	fainted	plains
straining	painless	waited	strainer
waiter	paid	strait	plainly

There are twenty-four sailors on the ship.

Will you mail this letter?

The tailor is making a coat.

A trail leads from one camp to the other.

Here is the tea-strainer.

Lesson 9.

Build the following words from the familiar word *old*:

gold	bold	folding	holder	coldly
cold	fold	scold	unfolded	scolding
hold	mold	folder	golden	boldness
told	sold	molding	boldly	retold

Fold your paper twice.

Are you cold to-day?

Papa told me to hold his horse.

uprights about 1 inch square and 7 inches long. Through the upper ends of these uprights run a small brass rod, so arranged as to be detachable.

With a punch make two holes near the upper corners of each flash card, taking care that the punching is uniform. By means of adjustable steel rings hang the cards on the brass rod.

As a word is named or a phonogram sounded the card is turned back over the rod leaving another word or phonogram in view. A quick and very effective drill may be given in this way.

For phonics lessons drills may be given on (a) consonants, (b) word-forms, (c) phonetic words based on a given word-form, that is, rhyming words, (d) phonetic words beginning with a given consonant, digraph or trigraph, as *swing, sweet, swell, swish*.

For drill on phonetic words (c) hang on the right side of the frame, on the brass rod, a card bearing the word-form and on the left side a set of cards containing the consonants, digraphs and trigraphs which will, with the word-form, make words. The cards on the left side are successively turned back over the rod, revealing word after word.

For drill on phonetic words (d) a card containing a single consonant, digraph or trigraph (as *f, cl, spr*) is placed on the left side of the frame on the rod; and after it a set of cards containing word-forms which, with the initial consonant, digraph or trigraph will make words. The cards on the right are successively turned, to show word after word.

Jack sold all his papers.
Mamma will not scold me.
See that bold little squirrel;
He is holding a nut in his paws.
The Fleet came through the Golden Gate.

Lesson 10—Review.

By means of flash-cards or the Phonics Frame review the consonants *s, f, r, c, k, p, t, n, d, h, g, sh, w, m, th, j, ch, y, b, wh, v, z*; and drill on the word-forms *an, ab, ad, ag, am, ap, at, amp, and, ash, ank, ang, ice, ay, ate, ee, eed, een, est, ed, ide, un, ig, ame*.

As new word-forms are presented in later lessons they should be added to this list and the whole used in frequent reviews.

After going over the word-forms and consonants several times give the cards to those who correctly sound the phonograms. The pupil or the row having the most cards at the close of the drill wins the game.

Have competitive reading of these words:

blanket	scraps	lantern	golden
banner	mainsail	stagger	splashes
scampering	sailor	screen	slang
shameless	stately	bride	gateway
happen	thrice	stride	ungrateful
thankful	spraying	boldly	blameless

Lesson 11.

Review the word-forms *an, ice, ay, ate, ee, eed, een, est, ad, ed, at, ide, un, ig, ail, old*, by means of flash cards or charts.

Have the following words read down, up and across the columns:

sat	red	lap
sail	ride	lad
sold	rail	lake
side	rake	led
seat	rat	let
scold	mail	pink
sad	mold	pet
sled	mad	pail
sand	mat	pat

Lesson 12.

Build for rapid reading these words:

Jack	rack	pack	blackening
back	crack	packer	packing
lack	black	cracker	stacking
tack	stack	blacker	cracking
track	shack	package	slacken
whack	blacken	mackerel	unpacking
racket	brackish	placket	bracket

Similar words to be read at sight, after the word-form in each has been underlined and pronounced :

<u>gale</u>	<u>stale</u>	<u>grade</u>	<u>ashamed</u>
<u>whale</u>	<u>space</u>	<u>blame</u>	<u>tame</u>
<u>cage</u>	<u>package</u>	<u>slave</u>	<u>shave</u>
<u>stage</u>	<u>manage</u>	<u>bravely</u>	<u>raven</u>
<u>baggage</u>	<u>advantage</u>	<u>pavement</u>	<u>wages</u>

When the words are easily read, these sentences may be given for sight reading :

A cake to bake.
 The hay to rake.
 Trees to shake.
 I can make the cake.
 Jack will rake the hay.
 Ned will shake the trees.
 We will get the nuts.
 May will take baby to ride.

Lesson 15.

From *book* build *took* and *shook*.

Have the word-forms of the following lists on the board. Drill on these, then prefix the required consonant to each and have the words read repeatedly down the columns and across :

told	ran	gate	shape
tide	rest	gold	shame
take	ride	gun	shade
tack	rill	gay	shake
till	rate	wake	shook
-took	rake	wail	shun
tail	rack	-wish	shad
-tall	rail	-wall	sheen

Lesson 16.

From *ride* obtain the word-form *ide* and build these words for rapid reading :

side	bride	glide	divide	gliding
hide	chide	aside	outside	sliding
wide	slide	betide	widen	widest
pride	stride	inside	riding	deride

Similar words to be read at sight, after the word-forms have been underlined and pronounced :

<u>ripe</u>	<u>vine</u>	<u>miner</u>	<u>five</u>	<u>chimes</u>
<u>snipe</u>	<u>decline</u>	<u>rice</u>	<u>drive</u>	<u>spire</u>
<u>stripe</u>	<u>twine</u>	<u>thrice</u>	<u>fireman</u>	<u>tired</u>
<u>mine</u>	<u>spine</u>	<u>splice</u>	<u>dime</u>	<u>retire</u>
<u>invite</u>	<u>inviting</u>	<u>beside</u>	<u>admire</u>	<u>smiled</u>

Lesson 17.

Build for rapid reading:

hood	hook	brooklet	crooking
wood	rook	look	looking
stood	crook	took	forsook
good	nook	hooking	fish-hook

Build *lunch* from *run*. Then have these sentences read:

On Jennie's birthday we went to the woods.
We took a basket of lunch.
Mamma made us some cookies.
Frank took his fish-hook and line.
He fished in the brook.
We had a good time.

Review by use of flash cards the consonants and word-forms listed in Lesson 10.

Lesson 18.

From *pink* derive the word-form *ink* and build:

sink	thinks	brink	tinker	slink
link	thinker	winking	tinkle	trinket
rink	chinks	thinking	twinkle	blink
wink	mink	sinking	wrinkle	blinking

"Twinkle, twinkle, little star."
The tinker mended our old sink.
Do you go to the rink to skate?
Hear the bells tinkle.
The cat lies winking and blinking in the sunshine.

Review the sound of *v*, deriving it anew from *very*. Prefix *v* in turn to *an*, *ice*, *est*, *ail* and *at*; and have the words thus formed read repeatedly.

Lesson 19.

From *will* obtain the word-form *ill*. Build on the Phonics Frame or by prefixing letter cards, containing the required consonants, to the card containing the word-form, the simple words of the following list. Build the longer words, such as stillest, chilly, village and shilling, on the board.

mill	bill	spill	Jill	drilling
fill	till	drill	frills	chill
hillside	willing	stillest	shrill	chilly
still	millar	shilling	skillful	village

Similar Words:

Have the pupils read at sight the word-forms *ilt, ilk, im, id, ip, ish, ick*, then have these words read:

stilts	tilted	milky	wilting	villager
spilt	silken	filter	pillage	Pilgrim
gimlet	thimble	scrim	bids	mist
thicket	slim	wishing	fist	drip
dipper	thickness	dimly	picket	stricken

Lesson 20.

From *ball* get the word-form *all*; from *tell* get *ell*. Build:

fell	speller	Stella	fall	hall	callers
bell	shells	spelling	taller	gall	smallest
Nell	dwelt	dell	stall	fallen	falling
well	teller	yelling	call	wall	recall

Have these words read by analogy:

walk	talk	chalk	calk	balk
salt	malt	halt	cobalt	falter
felt	melt	belt	smelt	smelter

Have the pupils pronounce these word-forms independently: *el, en, ent, end, ench, est, ell*. Have these printed on a chart. Prefix to each in turn (except *en*) a letter card containing *b* and have the words thus made pronounced. Prefix letter cards containing *m, s, w*, and *f* to word-forms with which they will make words, and have these words named.

Lesson 21.

Build these words:

keep	sweep	sheep	deepest
keeper	sweeper	steepest	creeping
weeping	sleep	sweeping	bookkeeper

Similar words to be read at sight:

seem	indeed	creek	screen	creed
sleek	cheek	meekness	steel	sleeves
feelings	between	cheerfully	beechnuts	fleecy
week	breeze	needles	sheet	breezy

The creek is deep and clear.
This bank is steeper than the hill.
My knife blades are made of steel.
Our baby can not walk, but she can creep.
There are light, fleecy clouds in the sky.

Review by means of Phonics Frame or flash cards the word-forms given in Lesson 10, adding *ack, ing, ak, ide, ood, ook, ink, ilt, ilk, im, id, ip, ish, ick, ell, el, en, ent, end, ench, est, ell, cep*.

Lesson 22.

From *pinc* get the word-form *inc*, and build these words for rapid reading. The monosyllables may be built on the Phonics Frame or by prefixing letter cards to the card containing the word-form. (See page 21.)

dine	vine	finer	finely	swine
line	shine	shining	diner	untwine
wine	brine	twining	spine	recline
mine	whine	miner	sunshine	inclined

Similar words for sight reading, to be read after the word-forms are underlined by the teacher and pronounced by pupils:

dime	inspire	contrive	invite	spike
strive	sidewalk	contrivings	behind	blindness
whiten	drive	bee-hive	ripening	strike
polite	driving	likeness	strife	climate

Lesson 23.

Review by means of flash-cards the word-forms given in Lessons 10 and 21.

Phonics Lesson. Build for sight reading the following words, using *Grace* as a beginning. In forming the derivative words such as *facing*, simply erase the final *e* in the root word and add *ing*. The class will find no difficulty in reading the words thus formed; but the writing of the words and the rule involved are too difficult for First Grade pupils:

face	race	racing
lace	mace	pacing
place	racer	spacing
pace	pacer	lacing
space	facing	placing
grace	replace	graceful

Let's run a race.
Mace is a kind of spice.
Papa's horse is a pacer.

Lesson 24.

Build the following words for rapid reading, using *rock* as a key word:

mock	shock	block	cockle	shocking
sock	locket	stocking	mocks	stockade
lock	pocket	rocking	mocking-bird	blockade
clock	rocket	locking	socket	mockery
stock	crock	crockery	frock	knocking

Sentences for sight reading :

Some one is knocking at the door.
Papa's frock coat has five pockets.
The street is almost blockaded.
Nellie has a gold locket and a chain.
Did you send up any skyrockets?

Lesson 25.

From *not* get the word-form *ot*. From *ot*, by change of the final consonant get *og, od, op, oh, on, oll*. To *on* add *d* to form *ond*; and from *ond*, by change of the final consonant, build *ong*. Drill thoroughly on these word-forms. Write them in a column upon the board and prefix, in turn, to the different word-forms, with which they make words, *s, f, d, h, p*, having the words read as they are built. Then have these words read at sight:

clod	hopper	blotted	cotton
belong	sobbing	bottle	model
fonder	robber	tottering	chopper
Polly	ponder	wrong	blond
cobweb	songster	jolly	moderate
yonder	otter	modern	bobolink

PHONIC LESSONS WITH FIRST READER.

Lesson 26.

Review consonants *f, m, s, r, c, p, l, n, t, ch, d, h, k, sh, w, v, g, th, j, wh, y, b*.

From the known word *bright*, get *right*, then *ight*.

Build the following words, having them read many times in the building :

right	light	fight	brightly	fighter
sight	slight	brighten	lightning	lightly
tight	might	frighten	delight	brightly
night	fright	lighten	mighty	lightness

Have the lines read down, up, and across.

Play the game in which the teacher thinks of a word in a given line and the children guess which word it is. The child guessing correctly thinks of a word in another line.

When the words are mastered have the following sentences read at sight :

We are going to the woods this bright day.
See, I have my light dress on.
There was lightning last night.
Did it frighten you?
A little rabbit was frightened;
He ran with all his might.
Do you think it is right for boys to fight?

Lesson 27.

From the known word *blow*, get the word-form *ow*; build the following words and have them read repeatedly. Draw a ladder for each line so that the words are on the rounds, and let pupils climb the ladders by reading the words:

grow	grown	blowing	slower	arrows*	sorrowing
stow	knows	growing	glow	rainbow	crowing
slow	below	flowing	glowing	flows	minnows
throw	lower	mower	rower	flown	snowdrop
show	crow	lowly	slowly	follow	willows

Sentences for sight reading:

Throw the ball to me.
Will you show me your bow and arrows?
I like to have you row the boat slowly.
There are lilies growing in the water.
We are having fun blowing bubbles.
How tall you are growing!
Papa is mowing the lawn.

Lesson 28.

I. From *boat* derive the word-form *oat* and have the following word-forms read by analogy: *oad*, *oaf*, *oak*, *oam*, *oan*, *oap*, *oar*, *oast*. Build these words:

roam	croaking	boatman	roasting
soap	foamy	shoals	boasted
soak	loaf	goal	bloaters
foam	loaves	coaster	gloaming
roaring	roadway	coaling	uproar

Review these word-forms from flash cards. After going over them two or three times, give the card to the child who names the word-form correctly and see who can get the most cards.

Lesson 29.

II. From *more* derive *ore*, and let the class get the other word-forms *oke*, *ole*, *ole*, *ope*, *out*, *olt*, and *ore* by analogy. Drill upon these word-forms until they are mastered.

The words may be read at sight:

rope	storekeeper	jolting	forebodes	spokesman
hopeful	torn	stroke	explode	molten
pokes	woven	yoke	grove	cove
tone	pole	mode	groping	drover
stone	stolen	foreman	bolted	stove

* Tell the class the first syllable of *arrows*.

Lesson 30.

Review, by means of flash cards or chart, the word-forms listed in Lessons 10 and 21.

From *grow* derive the word-form *cw*. Build the words of the list, having them read frequently. When three or four words have been built and named, a pupil may "buy" the words by naming them, and may in turn "sell" them to another. Then more words may be formed and the same device used.

new	stew	knew	dewy	newest
few	yew	newt	fewer	mewed
dew	blew	claw	mewing	renewed
pew	slew	newly	renew	sinewy*
flew	mew	dewdrops	pewter	eschewing*

The wind blew hard all day.

All the birds flew away.

There are dewdrops on the grass.

I set out a few rose slips. All of them grew.

The blacksmith has large, sinewy* hands.

Grandma has some old pewter dishes.

Lesson 31.

From *moss* get *oss* and build the words of the list:

toss	loss	mossy	gloss	flossy	blossom
boss	cross	crossing	tossed	across	gossamer
floss	Ross	tossing	crossly	crossness	blossoming

Similar words for sight reading:

moth	soft	often	foster	Boston	offer
cloth	soften	lofty	hospital	frosty	coffee

My moss roses may blossom in the spring.

Please toss my cap to me.

The nest is made of moss and thistle-down.

Row slowly across the lake.

He is in a hospital in Boston.

Lesson 32.

From *bird* get *ird*; change *d* to *l* and have *irl* pronounced; then change *irl* to *irt*, and to *irm*. Drill on the word-forms *ird*, *irl*, *irm*, *irt*, and *ir*. Then build the words:

bird	skirt	firm	birthday
gird	thirty	firmly	birthplace
girl	sir	firmness	whirled
whirl	stir	whirring	third
girt	whir	birdling	thirsty
dirt	fir	whirling	girdle
dirty	birch	whirlwind	chirped

* These difficult words from the State Second Reader should not be given to immature First Grade classes.

The humming-bird has a nest of moss.
 The tiny birdlings chirp to the mother-bird.
 Some little fir trees grew in the woods.
 A whirlwind is coming.
 Hold your pen firmly, but lightly.

Lesson 33.

Review the word-forms.

From *found* build these words:

sound	wound	sounding
mound	founder	flounder
hound	around	boundless
bound	bounding	abounds
pound	surround	floundering
sounded	astounding	groundless
aground	foundling	boundary

Similar words for sight reading:

trout	household	loudly
south	cloudless	shouted
cloud	foundry	housekeeper

A flounder is a flat fish.
 The ship ran aground.
 I wound my kite string into a ball.
 Papa's big hound came bounding to meet me.
 Tom shouted so loudly that he woke the household.
 The streams abound in fish.

Lesson 34.

Review the word-forms *ink, ell, all, cep, im, acc, ock, ur, oss, ir, ird, irk, irm, irt, ound, ight, awn*, by means of flash cards. After a quick drill give each card to the child who names it or to the monitor for his row. The individual or the row having the most cards wins the game.

Build the words ending in *unk* from *trunk*. Have a pupil sound *um*, then *ump*. Build the words based on *ump*.

trunk	drunk	lump	jump	bump	pumping
sunk	hunk	clump	thump	bumper	thumping
bunk	spunk	trump	stump	lumpy	pumpkin
chunk	punk	hump	pump	jumper	slunk

Mamma has bumpers on her trunk.
 Charlie is pumping water for the cows.
 Will you have one lump or two lumps of sugar?
 Grandpa has some big yellow pumpkins.

Lesson 35.

From *root* get *oot*, change to *oom* and then to *ool*.

root	bloom	tool	foolish
room	blooming	stool	boot
broom	booming	cooler	shoot
doom	pool	cooling	spoon
gloom	spool	coolest	moon
gloomy	cool	fooling	roomer

This is a gloomy winter day.

The pools are filled with ice.

No flowers are blooming.

I can sweep your room with my little broom.

Do you want a spool of silk or cotton, mamma?

Similar words.—Underline word-forms and have them read; then the words can easily be read at sight:

groom	drooping	rooster	broomstick
moonlight	moody	loom	mooring
crooning	whoop	balloon	grooves

Lesson 36.

From *saw* get *aw*; add to *aw* the letters required to form *awk*, *awl*, *awn*. Drill on these word-forms until they are learned. Build the following words:

raw	flaw	lawn	awl
law	gnaw	drawn	shawl
taw	crawfish	fawn	crawl
paws	straw	dawning	sprawl
claws	lawyer	awning	crawling
squaw	sawyer	tawny	sprawling

Similar words for sight reading:

hawk	brawny	unlawful	tomahawk
flaws	awful	awkward	squawk

My papa is a lawyer.

Can you run a lawn-mower?

The sailor has big, brawny arms.

The squaw has on a red shawl.

The lion has a tawny coat.

A little ant is crawling up your skirt.

Tell the class that *au* has the same sound as *aw*. Have them read these words at sight. The words of more than one syllable may be divided or the syllables underlined:

Paul	fraud	gandy	cauliflower
taught	mauling	naughty	tarpaulin

Lesson 37—Review.

Drill, by use of the Phonics Frame or flash cards, on the word-forms *ack, ing, ide, ood, ook, ink, ilt, ilk, im, id, ip, ish, ick, ill, et, en, ent, end, ench, est, et, exp, ine, ave, ock, og, od, op, ob, on, oll, ond, ight, oad, oaf, oak, oam, oan, oap, oar, ew, oss, ir, ird, irl, irm, irt, ound, ump, unk, ool, oom, oot, aw, awk, awl, awn.*

After going over the list twice, play the game in which the cards are given to the pupils who sound the phonograms, the child who gets the most winning the game.

In taking up the cards call for a word-form and let the pupil who has the right card hold it up and sound the word-form.

Have these words read up, down, and across the columns:

brooklet	firmly	install	billows
needles	dawning	foster	frightening
twinkle	silken	gossamer	coaster
filtering	decline	kilt	sinewy
shrill	respire	polite	pewter
creeping	bravery	blockade	whirl
boundless	advantage	fondly	salt-shaker

Lesson 38.

From *must* get *ust*: and have the class pronounce *ush, usk, and uff* by analogy. Drill on these word-forms. Build:

muff	musk	thrusting	muster	fluffy
puff	tusks	mustard	custard	shuffle
cluster	brushing	trusty	gruffly	ruffling
bluff	thrushes	plush	stuffing	muffler
justly	fluffy	rusty	muffin	puffing

Similar words for sight reading:

hunch	bunches	clung	trumpet	grunt
rung	lucky	plucky	clustering	grumble
sunk	huntsman	crunching	stunted	trumpeter

Please brush the dust off my coat.

Mary has soft, fluffy hair.

My mamma has a brown plush jacket.

It is a cold, blustering day.

Here is a cluster of grapes for you.

Lesson 39.

Build the words of the following list:

dark	spark	starred	card	marking
barks	shark	starlight	lard	barking
parks	car	farmer	hardly	carpet
lark	tar	spar	carding	sparkle
market	barred	sear	larder	garden

Similar words for sight reading:

Carl	gardener	garments	hardened	harbor
march	barnyard	sparkling	charming	harness
hardness	darting	parting	darkening	arbutus *
harm	scarlet	parson	darling	hardy
farmhouse	marble	started	departed	department
partner	parchment	larger	charges	harmless

Lesson 40—Qu.

The digraph *qu* has the sound of *kue*, which can not be readily pronounced except in combination with word-forms.

Use the flash cards or chart to review the word-forms *ick*, *ack*, *ite*, *ill*, *een*, *eer*, *ake*, *est*, *ire*, *il*. Prefix a letter card containing *qu* to each and have the resultant words read frequently.

Have the following words on the board for sight reading:

quill	quickly	quit	squeeze
queen	quest	quilt	squall
queer	quire	queenly	squawk
quick	quite	quack	request
quiet	quacking	quietly	conquest

Play the game "I am thinking of a word."

Lesson 41.†

Build these words and have much practice in reading them. Be careful to have the sound of long *u* given correctly in each word:

June	picture	commute	introduce
tune	figure	venture	departure
sand-dune	cute	pressure	furniture
flume	jute	structure	gratitude
pure	mute	nature	educate
sure	lute	adventure	literature
cure	flute	costume	failures
insure	refute	induce	salute
endure	student	amuse	torture

Will you introduce me to your mother?

We want to buy some furniture.

Do not venture too near the lion's cage.

I like to read stories of adventure.

* This word should not be given to an immature First Grade.

† Of this lesson only the easy monosyllables should be given to a First Grade, unless the children are well advanced.

Lesson 42.

Review the word-form given in Lesson 37.

From *or* build the word-forms *ord*, *ork*, *orm*, *orn*. Drill on these word-forms thoroughly; then build these words:

for	stork	former	cord	corn	horny
fork	storm	storming	lord	born	corner
cork	form	stormy	border	horn	forlorn

Have these similar words read at sight :

north	acorns	formerly	formulate
forest	formed	fortunate	fortitude
forbid	perform	adorn	hawthorn
forward	mortal	accord	thornless
ordered	torment	accordingly	informant

Lesson 43.

From *boil* derive *oil*; then build these words:

toil	spoil	appoint	uncoil	rejoice
coil	broil	spoiling	recoil	rejoicing
foil	toiling	coiling	pointing	moist
soil	toilers	boiler	oiling	moisture
coin	sirloin	broiler	noise	pointer
join	hoist	voice	joint	turmoil

The maple sap is boiled to make sugar.
Shall I boil the meat or broil it?
Please broil it; boiling will spoil it for me.
See the sailors uncoiling the ropes.
Plant your seeds in good soil.
The farmers rejoice over a good harvest.
There is very little moisture in the soil.

Tell the class that *oy* has the same sound as *oi*. Have these words read:

toys	enjoy	loyal	oyster	voyage
boyish	destroy	coy	annoy	employ

† Omit this list with weak First Grade pupils.

ADDITIONAL PHONIC LESSONS.

FOR SECOND AND THIRD GRADES.

Lesson 1.

Have the familiar word *care* pronounced by the class; erase *c* and substitute *f*, having the word *fare* pronounced by a pupil. Avoid having the word-form *âre* sounded, as it would naturally be pronounced *arc*. Build, in a similar way, the words of the list, and have them read repeatedly. The words marked with asterisks should be explained and used in sentences.

fare	mare	farewell	carefully
stare*	blare	careful	ensnare
share	sharer	snare	barely
rare	flare	aware	careless
hare*	glaring	warehouse	scarecrow
bare*	ware*	scarcely	barefoot
scare	car-fare	declare	carelessness

Lesson 2.

From *dear* obtain the word-form *car*. Then have the word-forms *cach*, *cad*, *cak*, *cam*, *can*, *cal*, *east*, *cap*, *car*, and *cat* sounded by analogy. The words can then be read at sight

dreaming	teacher	beat	scream
reach	reaches	dreary	stream
mean	clearness	meal	sweetmeats
meaningless	repeat	preached	underneath
eastern	clearly	gleamed	yeast
leaders	beams	sunbeam	beak
preach	beast	moonbeams	weakness
sheaf	dearest	streak	leaves
gleaners	appeared	fearlessly	spearmint
dealer	nearly	cleared	drearily
steamer	seated	bleaching	disappear

Lesson 3.

Ending tion.—Write on the board the word *nation* and have it pronounced. Cover *tion* and have *na* pronounced. Then cover the first syllable and have *tion* sounded. Proceed similarly with the words *action* and *motion*, getting in each word the syllable *tion*.

Write *no* on the board and have it pronounced, add *tion* and have the word *notion* pronounced. In like manner build, by syllables, the following words and have them read several times:

na tion	re la tion	in ven tion
mo tion	va ca tion	con so la tions
ac tion	at ten tion	com mo tion

ra tion	pro mo tion	for ma tion
car na tion	con ven tion	pro tee tion
sta tion	in ten tion	in ven tion
con ten tion	col lee tion	pop u la tion

Play the game "I am thinking of a word," the teacher choosing a word in a given column, the children in turn guessing which word has been chosen. The one guessing correctly thinks of a word for the others to guess.

Play also the game in which one child is sent from the room while a word is chosen which he, upon his return must guess, the class replying in concert, "No, it is not——" or "It is——."

(See Devices for Word-Drills San Francisco State Normal School Bulletin 3, New Series, page 74.)

Lesson 4.

Ending tion.—From *motion* derive again the ending *tion*. Build by syllables the same words given in Lesson 2, but in different order. When the words can be read with ease the following phrases and sentences may be given for sight reading:

A happy vacation.	Good intentions.
A useful invention.	The large collection of shells.
Papa came to see about my promotion.	
The lady bought a bunch of pink carnations.	
Our vacation comes in June.	
Grandpa is going to the farmers' convention.	

Lesson 5. Word-Building—Review of Word-Forms.

1. Have written at each child's place at the board six to ten of the following word-forms, with the proper digraph or trigraph above each set. Have each pupil read his word-forms aloud, then prefix the digraph or trigraph to each set, and read the words thus formed. The children may then exchange places and read each other's lists as the teacher directs.

2. The lists may be placed on the board and a pupil directed to prefix the given digraph or trigraph to two or more word-forms, and read the words which he makes. Then another pupil may form two or more words and read them, and so on.

—hr—		cr	gr	sw	scr
ight	ine	ag	ah	eet	ap
ag	oke	eam	ant	ing	ape
ing	ew	ash	ind	ell	im
iek	ow	amp	ill	ill	eam
ush	oom	ack	ail	ung	atch
ink	ood	ock	ain	ain	nb
oil	aid	est	eet	irl	awl
am	ought	oss	een	ish	ew
each	im	ew	oom	ay	ip
		ank	ip		

Lesson 6. Dictation of Consonants and Word-Forms.

Have a quick drill on sounding the consonants from flash words and from the wall chart or blackboard list. Ask each pupil to choose a letter from the chart, sound it, and see if the teacher writes it correctly. When each pupil has had a turn or two at dictating for the teacher to write, let a child try to write as the teacher dictates, then as members of the class dictate. Next send the class to the board to write these consonants as the teacher dictates very clearly:

s, m, r, l, t, ch, f, n, p, g, h, v, sh, z, b.

Give much practice in this work, being careful that the sounds are clearly given and correctly represented.

Flash, one at a time, easy word-forms such as *an, est, at, ill, old, un*; and have the class write each after the card is removed from sight. Then dictate the word-forms in different order without the flash cards. As the beginning of phonetic spelling, this work is important. It should be well done or omitted.

Lesson 7.

Dictation.—Having the class at the board, dictate the consonants; then the word-forms *ing, est, ill, un, op, ink, ut, ay, ish, ct, ice, ook, and inc*. Repeat until the class readily write any consonant or any word-form which they have had in previous lessons.

Then dictate these words: *good, hood, wood, stood, look, hook, took, brook, ink, wink, link, brink, sink, sinking, drinking, thinking, winking.*

Lesson 8.

Ending tion.—Build these words by syllables and have them read repeatedly:

at ten tion	pop u la tion	reg u la tion
in for ma tion	ven ti la tion	hab i ta tion
col lee tion	dee la ra tion	sat is fac tion
pro tec tion	con ven tion	am mu ni tion
va ca tion	con so la tions	con di tion
sub trac tion	ed u ca tion	car na tion
re la tion ship	con sti tu tion	sit u a tion
com mo tion	grad u a tion	in ten tion al

The words should be read syllable by syllable as they are built. They should be written as wholes, not spaced in syllables. For subsequent readings the teacher may move a card across the word, revealing syllable after syllable, or the words may be pronounced as the teacher underlines by syllables. The word will then appear like this: carnation.

Lesson 9.

Build again the words given in Lesson 7, but in different order.

Have the games suggested in Lesson 3 played, in order to get the words read again and again, with the interested attention of the class.

When the words are easily read, these sentences may be given for sight reading:

We shall spend our vacation in the country.
Papa is going to attend the Farmers' Convention.
The teacher said, "Attention! Sit in position!"
A tent gives little protection from cold.
The people of a city form its population.
The ventilation of this room is not good.

Lesson 10.

(1). Have the following word-forms on the board. Have them read until they are familiar. Then prefix *sl* to each and have the word read as it is formed. Finally have the words read in small groups:

ay	eet	ight	oop	ush
ate	eek	ope	ed	am
ave	ide	ew	op	ip
ain	ice	aw	um	ing
cep	ime	ur	ug	

(2). Have a quick drill on the word-forms of the following list. Then have the pupils prefix *pl* to each and read the words thus formed:

an	ot	ate	aint	eat
ank	ug	ain	ight	ead
ash	ush	ant	ow	

(3). Dictate for the class to write at the board *al, ot, ill, ant, ash, ip, ug, ol, um; will, till, bill, rill, drill, trill, grill, willing, drilling.*

Lesson 11.

From *talk* get *alk*; get *alt* by analogy to *alk*. Build for rapid reading the following words:

balk	walking	malt	falter
calk	talking	salt	faltering
chalk	flower-stalk	halt	salted
stalk	talkative	cobalt	malted
talker	balky	halter	altercation
balker	chalky	salty	alteration

Review the word-forms given in Lesson 37, page 34.

Lesson 12.

This lesson in dictation, or phonetic spelling, requires quick work and close attention on the part of the pupils, and careful supervision on the part of the teacher.

The class should work at the board. Two more of the children may remain at their seats, to act as critics. If any child at the board makes a mistake, the critic who finds it may take his place at the board, the child who made an error becoming critic.

Each pupil at the board should have an eraser in one hand and chalk in the other. The changes in words must be made in the quickest way possible.

The exercise develops quickness, accuracy, and certain knowledge of phonic elements.

The class being in readiness, dictate as follows:

Write *back*. Make it *pack, rack, crack, ack, sack, tack, stack, stacking, tacking, lacking, blacking, cracking, crackers, packers, packing*.

Erase in *packing* enough to leave *ing*. Make it *ring, bring, brings, rings, strings, sings, wings, things*; make the word *singing, ringing, bringing, stringing*.

This exercise should be repeated.

Lesson 13.

Ending sion.—Have the word *mission* pronounced. Erase the first syllable and have *sion* pronounced. Similarly derive the suffix *sion* from *mission*.

Build by syllables the following words, having each read as it is formed. Have the list read several times.

admission	pension	profession
remission	extension	depression
commission	suspension	session
permission	passion	transgression
expression	confession	commissioners
omission	impression	intermission
submission	expansion	suppression
tension	procession	missionary

Lesson 14.

Ending sion.—Build by syllables the words given in Lesson 13, changing the order. Have the words read repeatedly, using devices to sustain interest.

Have the phrases and sentences read at sight:

A long procession.	A suspension bridge.
Admission Day.	A tiresome discussion.
The President's mansion is called the White House.	
We have an hour's intermission at noon.	
Did you have permission to speak?	
We have an extension table.	
The old soldier has a pension.	

Lesson 15.

Pronounce for the class *ask, path, past, pass, and dance*. These words are commonly mispronounced; and special drill is needed upon them, as upon all other words of the list. The difficulty lies in obtaining the correct sound of *a*, which should be the short Italian *à*, medial between short *ă* (as

in can) and Italian *à* (as in ear). It will be well to write or print these words on a wall chart and have frequent drills upon them.

ask	path	lasting	shaft
task	bath	mastery	craft
cask	lath	dance	wafting
bask	pathway	glance	quaff
basket	pass	prance	chaffing
casket	class	dancer	classmate
basketry	mass	glancing	pasturage
mask	glassy	prancing	hereafter
flask	massive	clasp	clasping
unmask	casting	chaff	masterly
maskers	pastor	pasture	aftermath
easter	masts	fast	fastening
taskmaster	castor	staff	fastnesses
blast	past	bath-tub	repast
vast	overcast	plaster	raft

Lesson 16.

Dictation. (1) Have the class at the board, each with chalk and eraser. Explain to the class the first word is to be changed, with the least erasure and writing possible, to form the next word; and so on. Then dictate: "Write *lamp*. Make it *tramp*, *stamp*, *clump*, *clash*, *splash*, *crash*, *flash*, *flame*, *tame*, *sam*, *lame*, *shame*, *shameless*, *blame*, *blight*, *flight*, *fright*, *frighten*, *rightly*, *slightly*, *fighting*, *brightness*, *lightness*, *delight*."

(2) Have the ending *tion* on the board where all may see. Dictate these words by syllables. Pause after each syllable for the class to write it; then pronounce the next, pausing again for the class to write:

attention	commotion	remarking
earnation	invention	promotion
vacation	information	convention
relation	population	intention

Lesson 17.

Word-Building.—Have the following word-forms on the board and have them read by groups. Direct a child to prefix a given digraph or trigraph to one or more word-forms and pronounce the word or words thus formed. The class should watch the work carefully to see that it is correct. A quick drill should be given on the lists thus formed, the lines being read vertically and horizontally:

<i>bl</i>		<i>sp</i>		<i>fl</i>	
ank	ight	ell	eed	ane	ail
est	âre	ent	ear	ing	ake
end	oom	ill	ine	ed	eet
ink	eat	end	ire	it	oat
ush	ond	ank	ice	ock	ew
ame	ne	un	ark	esh	ight
eed	ank+et	ade	oon	uff	une

Lesson 18.

Write on the board and pronounce by syllables, *excellent*, *extra*, *except*. Ask the class to give the first syllable of each word. Build by syllables the following words, having each syllable pronounced as it is written. Have the words read several times:

export	expecting	expend	excellently
extend	expectant	excellent	expel
expect	exporting	extract	extent
extending	except	exception	extension
extent	extra	extraction	expense

Lesson 19.

Build again the words of Lesson 18, in different order. When these words are easily read, give these sentences for sight reading:

Your composition is excellent.
 When do you expect your father?
 California exports grain, wool, and fruit.
 I like lemon extract best.
 All your words are right except one.
 We have a walnut extension table.
 There are exceptions to almost all rules.

Lesson 20.

Syllabification.—Before children can readily determine long, new words, they must gain power to break up these words into their familiar elements.

Pronounce by syllables these words from the blackboard list, letting the children, watch to see how many parts, or syllables, each has:

candy	attention	expecting
thought	independence	queen

Pronounce the words again, letting a pupil underline each syllable as the teacher says it.

Have the following words on the board, the teacher at first pronouncing, a child underlining syllable by syllable, then permitting a pupil to pronounce as he underlines:

<u>ex</u> <u>pect</u>	<u>ed</u> <u>n</u> <u>ca</u> <u>tion</u>	<u>ven</u> <u>ti</u> <u>la</u> <u>tion</u>
exporting	protection	excellent
embodiment	expectation	soup
action	extend	interest
intervention	population	attention
rotation	through	extending
catch	intention	relationship

Game: "I am thinking of a word of four syllables." (See page 38.)

Lesson 21.

Syllabification.—Review of Lessons 13 and 20.

Have these words read quickly. Then have pupils underline the syllables as each word is read by parts:

admission	extension	transgression
intermission	passion	answer
south	profession	depression
tension	commission	rest
permission	expression	procession
suspension	lamp	impression
mansion	omission	session
suppression	pension	except

Dictate these words by syllables for the class to write at the board. Have the syllables underlined:

extension	profession	transgression
mansion	impression	intermission
commission	tension	suppression

Lesson 22.

Prefix ex, sounded as egz.

Write on the board the word *example*, pronouncing it distinctly by syllables. Use it in a sentence, again pronouncing it by syllables; as, "Mark did seven *ex am ples* and got six *ex am ples* right."

Ask, "What is the first syllable of this word *examples*?"

Pronounce by syllables *exact*, *examine*, and again ask for the first syllable.

Build by syllables the following words. Have each read as it is built, and then have the list read repeatedly:

example	exalting	exhort	exonerate
exact	exert	exerting	examination
exactly	exactness	existence	examining
examine	exult	exemption	exaltation
exist	exalted	exasperate	exempt
exalt	existing	exertion	exasperation

Drill on these words: then have them read repeatedly, using games to hold attention.

Lesson 23.

Repeat Lesson 22, building the words in different order. When the words are read with ease, have a pupil underline as another pronounces by syllables. [By marking the accented syllable in these words (as *ex act' ly*, *ex am' ine*, *ex ulti'*), the class may be led to see that *ex* has the sound of *egz* before an accented syllable beginning with *a*, *e*, *i*, *o*, or *u*.]

Give these sentences for sight reading:

Your example is exactly right.

We had an examination in spelling.

Exempt firemen do not always help to put out fires.

Do you read the Examiner?

Lesson 24.

Dictation.—Have the class write at the blackboard: *l, sh, z, v, m, b, ch, k (c), g; ark, ust, ant, otl, amp, atch, ill, ute, ight*, (as in *light*), *ork, ath*.

Direct the class to write *back*, then to make it *pack, lack, slack, slacken, blacken, blacking, lacking, placket, jacket, bracket, brackish, racket, mackintosh, mackerel, crack, crackers*.

Dictate by syllables: *attention, education, extend, admission, carnation, convention*.

Have the word *exact* on the board where all may see it. Then dictate: *exactly, exactness, exist, exert, examine*.

Lesson 25.

Ending sion (zhun).—Write on the board the word *division*. Pronounce by syllables, and use in sentences. Have the class pronounce the word; then cover the first part of the word and have the last syllable *sion* pronounced. In a similar way derive the ending from *provision* and *decision*.

Build by syllables the following words, having each read as it is formed. Have the entire list read many times, until the words are mastered:

explosion	adhesion	delusion
vision	conclusion	intrusion
revision	exclusion	seclusion
occasion	fusion	division
provision	illusion	decision

Review the word-forms given in Lesson 37, page 34, using the flash cards.

Lesson 26.

Build by syllables the words given in Lesson 25, changing the order. By means of a card cover the last part of the word, revealing only the first syllable; have that pronounced, then move the card to the right so as to expose the next syllable, and so on. When a word has been pronounced by one pupil in this way, have another pupil pronounce it and underline the syllables.

When the words can be read with ease, these phrases and sentences may be given for sight reading:

On great occasions.	A strange delusion.
A wise conclusion.	A beautiful vision
Can you work examples in long division?	
Did you hear the explosion in the powder works yesterday?	
We have plenty of provisions on hand.	
The bride wore a long veil of illusion.	

Lesson 27.

From *fur* get *ur*, and from *her* get *er*. Have the following words on the board and underline by syllables, having a pupil pronounce each syllable as it is underlined and then have him give the word as a whole. Repeat until the words are easily read*:

burden	surly	stern	served
surprised	ferns	different	perfect
hurried	ermine	advertisement	cantering
burning	mercy	perhaps	indifference
flurries	merciful	servant	opera
murmuring	powder	silver	several
returning	served	determine	matters
bursting	prefer	entered	western
hurry	Robert	perch	vernal
purple	shepherd	perform	verdant
nurse	perching	yesterday	slender
burdock	sober	hammer	Danvers
surface	soberly	banners	ladder
currant	twittering	interest	glittering

Lesson 27. Review.

Have the following words on the board. Have individuals underline the syllables of the words, reading each as it is underlined. Then have the words read in small groups, and in columns. For variety, let the children tell how many syllables there are in each word; as, "*Pop u la tion* has four syllables."

Divide the class into two sections, and see which section can read the most words correctly:

example	alteration	conclusion
contraction	pathway	relation
subtraction	intervention	exertion
count	examination	declaration
population	talkative	independence

* These words are mainly from the vocabulary of the State Second Reader; a few are from the State Third Reader. Many of the words given in other phonic lessons are from the same sources.

seclusion	extension	yearn
children	thought	explosion
exactly	intermission	except
vocation	taskmaster	suspension
occasion	exist	fusion

Lesson 28.

Ending tial.—Pronounce by syllables the word *partial*. Get from the class the pronunciation of each syllable. Write *martial*, have it pronounced by analogy, and from it obtain the ending *tial*. Build by syllables the following words and have them read several times:

martial	substantial	influential
partial	initial	palatial
potential	credential	deferential
impartial	confidential	essential

When the words have been mastered, have these phrases and sentences read at sight:

Martial law.	An impartial teacher.
A confidential friend.	Initial letters.
A substantial dinner.	A palatial home.

His father is an influential lawyer.
 My initials are carved on my bracelet.
 Hard work is essential to success.

Lesson 29.

Endings cial, cian.—Write on the board the word *social*; pronounce it by syllables; and get from the children the pronunciation of each syllable. Similarly get the pronunciation of the last syllable in *special*.

Build by syllables the words of the following list and have them read repeatedly:

racial	commercial	social
glacial	special	beneficial
artificial	socially	financial
especially	judicial	provincial

From *cial* get *cian*, by changing the final consonant. Build the following words by syllables and have them read repeatedly:

electrician	physician	magician
optician	musician	patrician

Lesson 30. Dictation.

Review by means of flash cards the endings *tion*, *sion*, *cial*, *cian*, *tial*, and the word-forms *car*, *cach*, *cam*, *cak*, *awn*, *ir*, *irt*, *etc*, *ork*, *ask*, *ath*, *ance*, *ark*, *ow*, *irm*, *irl*.

Having the class at the board, dictate as follows: "Write *path*. Make it *bath, lath, lass, class, passing, mask, cask, casket, basket, basketry, ask, asking, tasking*."

Dictate by syllables the following words, pausing after each syllable to allow the class time to write that syllable before another is given:

convention	exactly	information
population	promotion	relations
express	vacation	exporting
admission	social	protection

Lesson 31. Review.

Review the word-forms and endings *cak, cam, cal, cap, atk, alt, sion, tion, ask, ath, aff, aft, ance, tial, cial, cian*.

Have these words read from the board singly and in small groups. Then, at a given signal, have the pupils read a column silently, each rising as he finishes reading. Have one child read the list aloud, and all who agree, sit.

Play the game in which one child is sent from the room, a word chosen, and the returning child guesses the word.

The game "I am thinking of a word" may also be played.

impartial	farewell	regulation
occasion	promotion	paymaster
exertion	exactly	habitation
electrician	seclusion	faltering
explosion	intermission	aftermath
basketry	commercial	relation
musician	pasture	pathway
specially	provisions	illusion
earnation	except	mastery
education	examination	tension

USE OF STATE TEXTS AND STATE SECOND READER.

In beginning the State Second Reader it is wise to select for the first lesson one that is intrinsically interesting; as, The Runaway Geese, pages 35-38. The first lesson may be pages 33-35 and the second pages 36-38. A strong class may be able to take the entire lesson; though a lesson of moderate length well prepared is far better than a long lesson studied hurriedly and carelessly.

Lesson, Pages 33-35 and Pages 36-38.

THOUGHT TO BE IMPRESSED—Helpfulness.

INTEREST. Picture, page 33. What are the children doing? Read the story and find out why they are feeding the geese.

WORD-DRILL.

Hans and Katrine	pluck *
Elsa Brinker	<u>pillows</u>
<u>follow</u>	leaders

EXPRESSION.

"Poor old lady!"

"Oh, dear! oh, dear!"

"Th! th! th!"

QUESTIONS.

What did Mrs. Green do for a living?

Tell the story about the children feeding the geese.

Lesson, Pages 2-3.

THOUGHT TO BE IMPRESSED, OR LESSON UNIT—Facts regarding Longfellow's early life; interest in him and his poems.

INTEREST. Have a good picture of Longfellow. From the picture on page 2 have the children find out all they can about Longfellow's first home.

WORD-DRILL.

Henry W. Longfellow
Portland, Maine
in February, in 1807 (eighteen hundred, seven)
whispered beautiful thoughts
youth *

QUESTIONS.

Describe Henry W. Longfellow when he was a boy.

What did he enjoy? What does he say about Portland?

Read to the class "My Lost Youth."

NOTE.—The day before the lesson pages 4-6 is to be given, soak in tepid water or damp sand twice as many brown beans or other seeds as there are children in the class.

* The use of the asterisk in these lessons indicates that the meaning of the word should be given, by the children if possible. Underlining calls attention to the portion underlined for careful pronunciation.

Lesson, Pages 4-6.

INTEREST. Give each pupil a soaked seed, directing the class to find the little plant, its stem, root and leaves. Call attention to the food stored up for the little plant in the cotyledons. Have the pupils plant the remaining seeds and watch their growth.

WORD-DRILL.

secret* in the soft earth
drinking in moisture

QUESTIONS.

How is the little plant fed at first?
What do plants need to help them to grow?
Of what use are plants?

SUPPLEMENTAL. Let the children read from the board or from hectographed or typewritten copies "The Little Plant," by Kate L. Brown.

In the heart of a seed,
Buried deep, so deep;
A dear little plant
Lay fast asleep.
"Wake!" said the sunshine,
"And creep to the light."
"Wake!" said the voice
Of the raindrops bright.
The little plant heard,
And it rose to see
What the wonderful
Outside world might be.

Lesson, Page 9.

INTEREST. If possible have at hand Thompson, Jean M.—Water Wonders Every Child Should Know (Doubleday, Page, pub.), and show the class the frost pictures in silver on the inside covers, the fern pictures in frost, pages 51, 59, 63, 76, and the snow stars, pages 100, 123, 172. A good picture of the Alps Mountains may also be used.

WORD-DRILL.

attic *	some beautiful ferns	blanket
Alps	lonely	their voices
a little bridge		

QUESTIONS.

Why was Carl left alone all day?
Tell about Carl's picture books.

NOTE.—If systematic phonic lessons, without diacritical marking, are given to the class, the account of *a*, pages 12-13 may be omitted; but the list page 13 should be read, the children getting the words by analogy. Likewise, as the children come to them, the lists, pages 38, 59, 75, 79, 118, and 135, should be read. On page 51 the sentences about *ch*, as well as the words beginning with the sound, should be read.

* See note, page 49.

Lesson, Pages 14-16.

INTEREST. Have the children tell what they have already learned about Longfellow—when and where he was born, what kind of boy he was, what his pleasures were, what he did when he became a man, how he helped to make people better. Have the children tell about the attractions of the home pictured on page 14.

WORD-DRILL.

A pleasant home
in Cambridge, Massachusetts
Harvard College *
Mr. Longfellow's study *
old elm trees
broad fields

QUESTIONS.

Describe Longfellow's home.
Who had once lived in this house?

Lesson, Pages 23-24.

INTEREST. Have simple, complete flowers in the schoolroom, such as wild roses, flax flowers, fruit blossoms, gillyflowers, or wallflowers. Give one to each child and have each find the parts as the teacher shows and names the

corolla,	petals,	pistil,
calyx,	sepals,	stamens.

Have the class find the parts as the teacher dictates. Finally, have each point out and name the parts of his flower; then of new flowers.

If this lesson is to mean anything to the class, the flowers must be at hand and thorough drill must be given on the difficult botanical terms. The object is not merely that the class learn words, though that is important; but that the children develop a habit of mastering the thought in the passage read.

Lesson, Pages 26-27.

Read to the class "The Children's Hour."

Lesson, Pages 30-32.

INTRODUCTION. Lead the class to think of Longfellow at work in his study, where he could hear the children at play. He said to them:

"Come to me, O ye children!
For I hear you at your play,
And the questions that perplexed me
Have vanished quite away."

NOTE.—Read to the class Longfellow's poem, "To the River Charles."

Longfellow's house at Cambridge is open to visitors every Saturday afternoon from two o'clock to four. There one may see his books and pictures, his desk and pen, the arm-chair given him by the children of Cambridge on his seventy-second birthday and many other objects of interest.

* See note, page 49.

Read the poem to the class as a whole. Then, having them look upon their books, read and study with them a stanza at a time. Have the difficult passages explained by the pupils, if they can be led to grasp the thought; if not, explain to them, using familiar illustrations and simple words.

Stanza 1—How did the children help the poet?

Stanza 2—Have the children "think a picture" for these lines. Lead the class to appreciate the beauty of the expression in

"Where thoughts are singing swallows,
And brooks of morning run."

Stanza 3—What does the poet say of the children? Why does he compare his thoughts to "the wind of autumn" and "the first fall of the snow?"

Stanzas 5-6—What part of a tree gets the most sunshine and air? To what are the children compared in these lines?

Stanza 9—How can children be like "living poems?"

WORD-DRILL.

the questions that perplexed* me		
vanished *	climate	compared
We should dread the desert *		
in your sunny atmosphere *		
contrivings *	caresses *	ballads *

QUESTIONS.

How did Longfellow feel toward the children?

Read the parts of the poem that show he loved children.

Lesson, Pages 39-40.

INTEREST. Take the class to see a blacksmith shop and have them watch the blacksmith at work. If possible have them see

iron	the anvil	the flaming forge
bellows	burning sparks	the tempering of iron
the heavy hammer, or sledge		

If a visit to a blacksmith shop is impossible, use pictures and descriptions.

WORD-DRILL.

with <u>his</u> heavy hammer		
iron	upon an <u>anvil</u>	a chestnut tree

QUESTIONS.

What work does a blacksmith do?

What does he do with iron?

Lesson, Pages 41-43.

First read the poem to the children as a whole; then read to the class and study with them a stanza at a time.

Stanzas 1-2—Lead the class to picture, in imagination, a wide-spreading chestnut tree; under it a blacksmith shop, or smithy; and the blacksmith standing within. Have them "think a picture" of the blacksmith as the

* Have the meaning explained.

teacher reads the first two stanzas. Bring out, in the reading, the size and strength of the blacksmith. Explain *sincery* and *bravery*. Lead the class to appreciate the last four lines of the second stanza. The teacher may say, "I like these lines. Why do you think them good?" Or, "What part of the second stanza do you specially like?"

Children readily respond to guidance in the matter of appreciating fine passages and noble sentiment.

Stanza 3—Explain what is meant by "a sexton ringing the village bell." In the last four lines the rhythm may be slightly emphasized in the reading.

Stanza 4—Explain "like chaff from the threshing floor,"*

Have the pupils imagine a picture for this stanza—the children trooping home from school, the open blacksmith shop, with its flaming forge and roaring bellows and some of the children catching the burning sparks.

Stanzas 5 and 6—Need only a sympathetic rendering and the explanation of *parson*, *choir*, and *Paradise*.

In the seventh stanza, let the class find a passage that forms a worthy motto—

"Something attempted, something done,
Has earned a night's repose."

The last stanza can be only dimly understood by Second Grade children; but it should be read to them expressively and it may be left for later comprehension.

After the poem has been read as a whole to the class, and studied with them stanza by stanza, they should be permitted to ask for further explanation of any passages which they do not understand. Then they should practice on reading the poem during the time for silent study, and finally read it aloud.

It is seldom wise for children of this grade to study a poem alone. The tendency to "sing-song" reading and the failure of the pupils to comprehend the thought lead to very poor results. After hearing the teacher read the poem twice, and after working earnestly to get the thought, each child will unconsciously imitate the teacher's rendering, changing it to fit his own interpretation.

Lesson, Pages 52-53.

INTEREST. A blackboard sketch or a sand table representation showing Hiawatha's wigwam, the forest of pine and fir trees, the Shining-Big-Sea-Water, with a canoe upon it, and an Indian at the door of the wigwam or in the canoe, will greatly interest the class.

Indian baskets, bows and arrows, arrow-heads, wampum and the like will also be interesting.

* It is possible to make a miniature flail by loosely tying two sticks together, one forming the handle and the other the swingle. A small threshing floor may be improvised, and real or imaginary heads of grain threshed out with the flail. All this will take but a few moments of school time. The children will be greatly interested in the realistic explanation; and, with it, they will grasp the thought.

WORD-DRILL.

forest Hiawatha's brothers canoe cedar
The reindeer ran . . . swiftly the yellow birch tree

QUESTIONS.

Describe Hiawatha's home. What did Hiawatha learn in the forest? What were Hiawatha's chickens? What did he call the animals? Why did all the animals like him? Tell how he made his canoe.

SUPPLEMENTAL. Read to the class Hiawatha's childhood beginning—

“By the shining Big-Sea-Water
Stood the wigwam of Nokomis.”

through the killing of the deer, which ends with the close of the Second Canto.

Another good selection is the Seventh Canto, from the beginning through the building of the canoe, ending—

“And it floated on the river
Like a yellow leaf in autumn.
Like a yellow water-lily.”

Lesson, Page 54.

For the class to read as a cut-up story, after the lesson has been read, or for a reproduction story in language, use the following:

THE WILLFUL LITTLE SQUIRREL.*

1. In a hollow tree, in the orchard, near Mary's house, there lived five little squirrels.

2. They were a happy little family. They had only one thing in the world to trouble them, and that was Rover, the large dog that lived at the farmhouse.

3. He would bark at them and chase them whenever he got a chance. The old squirrels sometimes thought they should have to give up their pleasant orchard home, and move farther away from the farmhouse.

4. When the father and mother squirrels went away from home to get food for their children they always said, “Now, children, you must keep near our tree, or Rover will catch you.”

5. The little ones obeyed their parents and played in the branches of the tree. If ever they went to the ground, they kept close to the tree, so as to run quickly to their nest if they saw or heard the dog.

6. But one day the largest and strongest of the squirrels said to his brothers, “I see a basket of nice nuts by the farmhouse door. Rover is

* From Turner's Short Stories, pages 48-51.

nowhere to be seen. I think I'll just run up there and get a few of them. I know I can run faster than Rover can, if he should happen to see me. Don't you want me to get you some of those splendid nuts?"

7. His brothers said, "Yes, we should like some of the nuts. But mother and father said we must not go to the farmhouse. Don't go, brother. Let's climb the apple tree and get an apple. We can get that without disobeying father and mother."

8. But the foolish little squirrel thought he knew as well as his parents what was best for him to do. So he said, "No, I am tired of apples. I am going to have some of those nuts."

9. Off he started then, running along the branches and springing from tree to tree, until he reached the orchard fence.

10. Then he looked carefully around to see that Rover was nowhere about, and sprang lightly to the ground.

11. He had only a short distance to go from the orchard fence to the house, and was soon at the basket of nuts.

12. He seized a nice large nut in his mouth and jumped down from the basket. He was running rapidly back to the orchard when what should he see coming straight towards him, but Rover, the dog. Rover barked, as much as to say, "Now, I've got you!"

13. Poor little squirrel! how his heart beat! For a moment he could hardly breathe. Then he thought, "There is only one thing I can do to save my life, and that is to run as I never ran before."

14. He dropped the nut and ran as fast as ever he could toward his home. Sad to tell, he found that Rover could catch him before he could get there, though he was running as fast as his little legs could take him.

15. How he wished now that he had obeyed his kind father and mother! He began to cry and to call in squirrel language, "Father! Mother! Come and help me!" But his father and mother were far away and could not help him.

16. Rover had almost reached him. Indeed, Rover had just raised his paw to seize the poor tired little squirrel, when what do you think happened?

17. Why, little Mary came to the door to see why Rover was barking so loudly. When she saw the frightened little squirrel she ran out very quickly, calling, "Rover! Rover! here, here, come here, sir!"

18. Then our little squirrel hurried on to his home, and arrived there, tired out and almost sick with fright, just as his mother reached home.

19. "Oh, mother!" he said, "I will never disobey you again. If it had not been for little Mary I should have been killed to-day."

Lesson, Pages 60-63.

Let the conversational part of the lesson be read in dialogue.

Lesson, Pages 64-66.

INTEREST. Have the children notice the chair in the picture, read the title under it and the inscription on the front of the chair. From what was this line taken? Why was it carved on the chair? Read the lesson and find out.

WORD-DRILL.

The great chestnut tree	had fallen down
A beautiful chair	after his breakfast
remembered	repeat

QUESTIONS.

Tell the story of the children's gift to Longfellow.
How did he express his thanks?
Why did people mourn so much when Longfellow died?

Lesson, Pages 67-70.

SUGGESTION. If this lesson comes at the proper time of the year, have branches in bud put into water, place them in a sunny window and let the children watch them unfold and grow. Direct the children to find out how the little leaves in the buds are protected from the cold of winter.

Lesson, Pages 76-79.

SUGGESTION. Use dialogue reading where it is possible. Ask the children, "What do you think of Harold?" "Can you find any way to be helpful and kind?"

Lessons, Pages 81-84; 127-130; 167-170.

SUGGESTION. Using black and white crayon, picture on the board cumulus, nimbus, cirrus, and stratus clouds as each form is mentioned in the reading lessons. Cumulus clouds are the piled-up white clouds sometimes called "thunder-heads." The heavy gray rain-clouds are nimbus clouds. The stratus clouds are the horizontal bars or strips often seen at sunset. The cirrus clouds are feathery white clouds, high in the sky. As opportunity offers show the children clouds of each kind until the various forms and their names are familiar.

The wisdom of giving material of this kind to Second Grade pupils may be doubted; but, as it is a part of their reading course, let it be thoroughly mastered.

Lesson, Pages 85-87.

A POEM.

INTRODUCTION. Have in the schoolroom a good picture of Longfellow. Lead the children to think of the poet, an old man, as he sat in his study, in his home at Cambridge, on his last birthday. The brightness of the winter sunshine fell over his gray hair. He sat in the armchair which the

children of Cambridge had given him. About him were his books and his pleasant pictures. With him, in the "old historic mansion," lived his family and others of the household.

Read the poem, as a whole, to the class. Then read and study a stanza at a time, getting explanations whenever these are necessary to the comprehension of the thought. Definition, analysis of structure and explanation of references may take all the life and beauty out of a poem. This kind of study has no place in the Second Grade. Rather let the teacher read expressively, explain sparingly, lead the children to see the pictures, experience the emotions, and appreciate the beauty of the selection.

Stanza 1—Who had lived in Longfellow's home before him? The house was old enough to have a history, so the poet calls it "the old historic mansion."

Stanza 2—Explain *myriads*.

Stanza 3—Explain "*the prairie's boundless plain*." What was Longfellow's "own fair city"? The "Golden Gate of sunset" refers to the Golden Gate of San Francisco Bay. Note that

"From the Golden Gate of sunset
And the cedarn woods of Maine,"

includes all of our country.

Stanza 4—The "songs of him" means simply his songs, his poems. Whose voices were singing his poems?

Stanza 5—Get from the class, if possible, the explanation of "The lays of his life's glad morning" and "The psalms of his evening time." Explain the meaning of the last two lines of the stanza.

Stanza 6—The verses sent out by the poet to comfort and help those who should read them are compared to "birds of cheer." When the children of our country sang his poems it seemed as if all the comfort and consolation came back to the poet, as if his "birds of cheer" came flocking back to cheer him.

Stanza 8—The poet's life on earth was about to close—

"The last of earth and the first of heaven
Seemed in the songs they sung."

Stanzas 9-10—These lines should be lightly touched by explanation. What is the home to which God's children are called? The "Summoning Angel," then, is the angel that called the poet home to Heaven.

The "words of the blessed Master" were spoken when Christ called little children to him, and, blessing them, said,

"Of such is the kingdom of Heaven."

Lesson, Pages 104-107.

INTEREST. Lead the children to find from the picture what time of year it is. Which girl is the May Queen? What is the May-pole?

WORD-DRILL.

to wear a wreath of flowers
winding evergreen about a pole
hepatica *

QUESTIONS.

How did the children spend May Day?
What did they do with the May-pole?

SUGGESTIONS. Tell the children about the pretty custom of hanging May-baskets on May Day.

Of Tennyson's "May Queen" the first, third, seventh and eleventh stanzas are best to read to the class.

Lesson, Pages 109-110.

SUGGESTION. Read Whittier's poem "In School Days" to the class.

Lesson, Pages 119-126.

SUGGESTION. Read or tell Andersen's story "The Little Fir Tree" to the class. A story told is far better than a story read, if the narrator can so nearly learn the story as to retain the author's style.

Lesson, Pages 143-146.

DISCUSSION. Was Henry right or wrong in taking Albert home and being late for school?

SUGGESTION. Have the lesson read in dialogue. Have one pupil take the part of Henry, another the part of Arthur; and let a third read the connecting sentences.

Lesson, Pages 150-151.

It is difficult for children who have never seen snow except upon the distant mountains, to understand the description of the lawn covered with drifted snow, or the reference to the "frosty-starred" window and "the frost's eclipse." As it is not possible to give the experience at first hand, show the class pictures representing snow scenes. Explain to the children how the snow falls in flakes and covers the ground, and how it drifts in ridges, as the sand does, when a strong wind blows. If it is possible to obtain "Water Wonders Every Child Should Know" by Jean M. Thompson (Doubleday, Page, publishers), show the children pictures of the frost's tracery, pages 51, 68, and 96. Explain what is meant by an eclipse of the sun or moon.

Ask: If the window were covered on the inside with frost, and you should press your lips against the pane, what would happen to the frost? Could you see through all parts of the window? Where could you see through it? Why?

Pictures, preferably in color, of the squirrel, the blue jay, the squirrel and the hawk should be shown to the class, unless the children are familiar with these animals.*

Read the poem as a whole to the class. Then read and study with them a few lines at a time, leading the children to get the thought fully.

In the first stanza, read the first four lines. Lead the children to imagine the lawn covered deep with soft, white snow, drifted by the wind to form ridges; the wind tossing the naked branches of the elm trees and singing through the pine trees.

Lead the class to imagine looking through the frosty-starred window, at the golden glow of sunset, barred by purple clouds. Let them picture the somber crow flapping by, the hawk a mere fleck along the sky, the crested blue jay flitting about.

"The squirrel poising on the drift,
Erect, alert, his broad gray tail
Set to the north wind like a sail."

The second stanza needs no further explanation.

After reading the third stanza, lead the class to picture little Red Riding Hood in her long boots, her red hood, her plaid skirt drawn closely about her, as she floundered through the deep snow. The wind, a "shrieking gale," blew the falling snow about her like a "misty veil" that almost hid her from sight. Sometimes she sank so deep in the snow that

"Her scarlet hood could scarcely show
Its dash of color on the snow."

No explanation is necessary in the fourth stanza.

After studying the poem with the class, read it once more while the pupils look on their books. Then have the class, during their study time, practice on reading the poem, and finally, have them read it aloud.

By this method the children will imitate the teacher's reading, but not mechanically. The study of the lesson, with the teacher, should lead to a clear understanding of the thought, and each child will color his rendering with his own interpretation.

Lesson, Pages 167-170.

SUGGESTION. Read to the class Longfellow's "Rain in Summer."

* Colored pictures of birds and the commoner wild animals, 6x8 and 7x9 inches in size, may be obtained of the Milton Bradley Company, San Francisco, or of the publisher, A. W. Mumford, Chicago. These pictures are good representations of the subjects portrayed.

Lesson, Pages 178-182.

SUGGESTION. Read to the class "The Boy and the Brook," by Longfellow.

Most of the poems listed page 183, as being suitable to read to the class, are too difficult for children of the Second Grade.

The story told in "The Emperor's Bird Nest" may be given, but the poem is too difficult.

The following of Longfellow's poems may be used:

Daybreak.

The Windmill.

The Maiden and the Weathercock.

The Old Clock on the Stairs.

Paul Revere's Ride.

To these may be added:

Rain in Summer.

From My Arm Chair.

Of Whittier's poems, Barbara Frietchie is the only one which is within the comprehension of Second Grade children.

SUPPLEMENTARY LESSONS.

Because of the lack of interest in the biographical sketches and because of the difficulty of the poems, much supplementary reading should be used with the State Second Reader. The books used should be very interesting and comparatively easy. The following have been found suitable:

- Blaisdell, E. A. and M. F.—Child-Life in Tale and Fable; a Second Reader.
- Blodgett, F. E. and A. B.—Second Reader.
- Murray, Clara—Wide-Awake Second Reader.
- Smythe, E. L.—Old-Time Stories Retold.
- Chance, L. M.—Little Folks of Many Lands.
- Smith, Jessie—Four True Stories of Life and Adventure.
- Smith, Jessie—Washington.
- Mott, S. M., and Dutton, M. B.—Fishing and Hunting.
- Blaisdell, E. A. and M. F.—Boy Blue and His Friends.
- Baldwin, James—The Fairy Reader.
- Baldwin, James—The Second Fairy Reader.
- Simms, M. H.—Child Literature.

A set of readers may be obtained for class use and single copies of the other books bought for individual use, and for sight reading in class, the book used being passed from pupil to pupil.

On special occasions, particularly before holidays, hectographed or type-written stories, or "cut-up stories" written on cards, can be used to advantage to enliven the reading lessons. The following stories will serve to illustrate:

THE FIRST THANKSGIVING.

Long, long ago no white people lived in America.
It was the home of the Indians.
But one day a big sailboat came.
It was called "The Mayflower."
There were one hundred white people on the Mayflower.
They had come from the other side of the ocean.
The white people had been on the ocean one hundred days.
I think they were glad to reach the land at last.
But they did not find any houses.
They saw only Indians and woods.
The Indians lived in wigwams.
A wigwam is something like a tent, you know.
It was almost winter and very cold.
The people cut down trees to build their houses and to make their fires.
They were afraid of the Indians.
The Indians were afraid of the white people.
The winter was very long.

Sometimes they were cold.
Sometimes they were hungry.
Half the people died.
In the spring some good Indians came to help them.
The Indians showed them how to plant corn.
They would not let the bad Indians hurt them.
When fall came the people were happy again.
Their corn had grown fast.
They had good houses.
And they had enough to eat.
"We must have a day of Thanksgiving," they said.
"We must thank God for being so good to us.
We will have a fine dinner. And we will ask the good Indians to come
and eat it with us."
That was the first Thanksgiving Day.
Ever since then the people of America have had a Thanksgiving Day
once a year.
That is why we have a Thanksgiving Day to-morrow.
From Grover. E. A.—Overall Boys—(Rand, McNally).

THE FIRST CHRISTMAS.

Once, long ago, a man and a woman were traveling.
It was a country far from here.
The woman rode on a donkey, and the man walked beside her.
They had traveled a long way and they were very tired.
At last they came to a little town built among the hills. This town was
called Bethlehem.
They stopped at a house and asked to stay all night. The house was
an inn.
"Yes, you may stay," said the man at the inn; but there are so many
travelers here that I have not room for you in the house. You will have
to sleep in the stable."
The stable was clean and warm.
There was fresh hay in the mangers.
"This is a good place to stay," said the woman.
In the night a little baby came to them. A dear little baby boy!
The mother wrapped him up warm, and laid him in the manger to sleep.
The baby was Jesus.
The mother's name was Mary.
There were some sheep out on the hills. Some shepherds were watching
them all night.
It was a cold night. The moon and stars were bright.
As the shepherds sat on the hillside, a beautiful angel came to them and
told them that Jesus was born.

It said that they would find the baby in the manger at Bethlehem.

Then more angels came and sang to the shepherds about Jesus.

When the angels had gone away, the shepherds said, "Let us go to Bethlehem and see this baby Jesus."

They went to the stable and saw the baby sleeping in the manger.

Then they stood and watched him. They were so glad that Jesus was born. It was the first Christmas Day.

We are happy every year when Christmas comes.

It is a time of good will.

We give presents to those we love.

—From *Simms, Mac H.*—*Child Literature*—(Am. Bk. Co.)

JACK'S STOCKING.

Santa Claus came down Jack's chimney on Christmas Eve. His pack was full of toys.

He looked at Jack's stocking. "I must fill that full to the top," he said. "Jack is such a good boy. He helps his mother and he helps his teacher."

So he began to fill the stocking. He put in a bag of marbles, a singing top, a book, a toy ship, a bag of candy, and an orange.

He held the stocking up. "Well," he said, "no one could put another thing in this stocking."

"Squeak!" said a little mouse at his side. "I can put in one thing more."

Santa said, "No, little mouse, you cannot; the stocking is full to the top."

"Let me try," said the little mouse. "Shut your eyes, Santa, till I have put it in."

So Santa closed his eyes. "Ready!" said the little mouse. What do you think Santa saw? A little hole right in the toe of the stocking! That was the one thing more the mouse could put in.

Santa laughed so hard that he wakened Jack. He just had time to scamper up the chimney before Jack jumped out of bed.

All Jack saw was a stocking full of toys, and a tiny mouse scampering to his hole.

He did not know Santa Claus was so near.

—From *Logie, A. E., and Vecker, C. H.*—*The Story Reader*—(Am. Bk. Co.)

STATE THIRD READER.

As the first lessons of the State Third Reader lack interest, it is wise to select, for the first reading lesson, one that will appeal to the class and, at the same time, one that is comparatively easy and that gives opportunity for good expressive reading. The selection given on pages 11-16, "The Dog, the Cat and the Parrot," meets in a measure these requirements. Another suitable lesson is "How Lulu was Lost," pages 25-31.

The biographical sketches and other lessons that are not very interesting must be given, of course; but they should be made as interesting as possible and should be interspersed with cut-up stories, and with bright, readable selections from other books, used singly by passing from pupil to pupil for sight reading; or with lessons, given in the usual way, from sets of supplemental readers.

The Lesson Plan.

In the preliminary study of the lesson by the teacher the following topics should be considered:

1. The Lesson Unit.
2. Means of Arousing Interest.
3. The Removal of Difficulties.
 - (a) Words $\left\{ \begin{array}{l} \text{form and pronunciation.} \\ \text{meaning.} \end{array} \right.$
 - (b) Phrasing, or Proper Grouping of Words.
 - (c) Experience lacking (which is necessary to the understanding of the lesson).
4. Expression (where special drill is necessary).
5. Incentives to Study.
6. Questions to Test Thought-getting.
7. Reviews.

By the Lesson Unit is meant the central thought of the lesson. It may be a moral to be subtly impressed upon the children's minds; it may consist of important facts to be so impressed that they will be remembered; it may be an emotional reaction to be secured. In no case should the teacher's aim to impress a moral be manifest; in no case should she "preach" to the children. They should rather be led to discuss the situation or the problem in hand, and to reach the right conclusion.

Means of arousing interest have already been suggested under General Directions. Many other ways will be found by the thoughtful teacher. It may be added that the unfailing source of interest and inspiration to the children is the teacher's own lively interest and enthusiasm.

The removal of difficulties has been sufficiently treated under General Directions.

Expression, in oral reading, will generally be good if the thought be fully mastered and the feeling deeply experienced. It often happens that chil-

dren are reticent about reading a passage expressing strong emotion. In such a case the reading of the passage by the teacher, followed by concert reading by the class under the leadership of the teacher may lessen the difficulty. Practice in various modes of reading the hard passage to express individual interpretation of the thought will be found helpful.

Incentives to study should be given in the form of definite aims to be accomplished by each reading of the lesson. The strongest incentive is a lively interest in the selection, an anticipation of genuine pleasure to be derived from the reading. With some pupils one intensive reading of the lesson is sufficient. But the majority of children need more study. Simply to tell them, "Study your lesson five times" is to direct their attention to the number of times the lesson is read rather than to the content of the lesson or the ends to be attained. Definite instructions, such as the following, should be given:

1. *Master all the words* in the lesson, getting the pronunciation and meaning.

2. *Get all the thought*; that is, study to understand every sentence. If the lesson is a story, be ready to tell it. Be ready to explain any part of the lesson.

3. *Practice on how to read the lesson* to make your hearers understand and appreciate it. Aim generally to read in glad tone; but note and practice upon parts that are to be read as if one were sad, thoughtful, surprised or indignant; and the parts that are to be read slowly or rapidly, in soft or in loud tone. Be ready to *talk* the lesson.

4. *Find the parts of the lesson that you like*; see the pictures described.

Questions to test thought-getting should be clear, definite, thought-provoking. In general, questions should not be such as can be answered in the words of the text, or by yes or no.

Reviews should include drill on hard words and on facts worth remembering; and practice on reading difficult lessons, in the spirit of conquest; also practice on reading, largely for enjoyment, lessons that have been found particularly pleasurable.

A few type lessons are given to illustrate the modes of treating various subjects. These are taken in the order in which they occur in the reader.

Lesson, Pages 1-2.

Lesson Unit.—The early home life of James Russell Lowell.

Interest.—Have the volume of Lowell's poems in the schoolroom; and, if available, a picture of the poet. Tell the class that the lesson is about the home and boyhood of the poet who wrote this book.

What is attractive about the home represented in the picture on page 1 of the reader? Why was it called Elmwood?

Drill.

the 22d of February, 1819 (eighteen hundred, nineteen)

James Russell Lowell

minister

Cambridge, near the Charles River

Questions.—What other great man was born on the same day of the same month as James Russell Lowell? How did the Lowell children have good times?

Supplemental.—Read to the class "The Fountain" by Lowell, having the poem on the blackboard or typewritten or hectographed on paper, a copy for each child. Then have the pupils read the poem.

It is an excellent plan to have typewritten or hectographed copies of the supplemental lessons, particularly the poems, and allow each child to keep his copies in a binder, which may be merely a folder made of heavy paper. The children like to keep the poems which they enjoy; and the collection is useful for reviews and for future reference.

Lesson, Pages 3-4.

Lesson Unit.—Lowell's childhood.

Interest.—In this lesson we have more about Lowell's boyhood, and about what he thought of the birds, the clouds and the flowers.

Where was Lowell's childhood home? What other poet lived in Cambridge, near the Charles River. (State Second Reader, page 14.)

Drill.

imagine	a generous* <u>gift</u>
<u>the white lily's breezy tent*</u>	

Questions.—What did Lowell imagine about the bird songs? What did he think about the clouds? What did he think about the dandelions? How did the bird songs and the spring blossoms help the poet? What does Lowell say about the Charles River?

Supplemental.—Read Lowell's "To the Dandelion" to the class.

Lesson, Pages 11-16.

This should be given as two lessons, the first being page 11 to paragraph 12, page 14.

Interest.—The lesson is a funny story about a dog, a cat and a parrot, and how they got along together.

Drill.

Tabitha	opportunity*
Polly would <u>salute*</u> her with a fierce "Scat!"	
She promptly obeyed*	

Expression.

"Kitty, kitty, kitty, kitty!" "Scat!"
Polly feebly muttered, "Polly wants a—"
"No!" said Bose, "I forbid it. Bow-wow!"

Questions.—What tricks did Polly play upon Bose and Tabby? What happened to Polly?

NOTE.—The use of the asterisk indicates that the meaning of the word or phrase should be explained—by the pupils, if possible. The underlining calls attention to the word or part of a word that it may be carefully pronounced.

Lesson, Pages 41-44.

Suggestion.—At the close of the lesson read to the class Lowell's poem "She Came and Went." This should be included in the collection of poems made by the class.

Lesson, Pages 45-47.

THE FIRST SNOW-FALL.

Read the entire poem to the class that they may feel its beauty, even though they may not fully comprehend the meaning. Read again and study with the class one or more stanzas at a time, according to the sense.

Show the class pictures of snow scenes, in one of which falling snow is represented. Lead the children to think of the snow beginning to fall in the gloaming, or evening twilight, and falling steadily all through the night until everything in the landscape was white, and field and highway were covered deep with the soft, white snow.

Why does Lowell call the fallen snow "a silence deep and white?" Help the child to picture the evergreen trees so covered with snow that they seem to be draped in ermine, a costly white fur; and the elm trees, bare of leaves, their branches covered with gleaming ice, so that—

"the poorest twig on the elm tree
Was ridged inch-deep with pearl."

Carrara is a beautiful pure white marble, that comes from Carrara in Italy. The sheds seemed to be roofed with Carrara marble. Why did the crow of the chanticleer sound muffled? How were the stiff rails of the fence "softened to swan's-down?"

Read again the first three stanzas, helping the children to enjoy the beauty of the lines. A hearty, "I like this" from the teacher just before the reading of the passage often leads the children to enjoy what they would not otherwise appreciate. The teacher should not be chary of showing her own appreciation of beautiful passages; and she should frequently ask the children to read lines which they specially like.

Let the children visualize, or, in their words, "think a picture" for the fourth stanza.

In the fifth stanza explain that

"a mound in sweet Auburn
Where a little headstone stood,"

refers to the grave, in Auburn cemetery, of Lowell's little daughter, Blanche. Get from the children, or tell briefly, the story of the babes in the wood.

In the sixth stanza no explanation is necessary, unless it be of the term, "the good All-father"; and the children can doubtless make that clear to those of their number who do not understand.

The seventh and eighth stanzas should be interpreted together. Read them expressively to the class once more. Lead the children to picture the scene which Lowell saw—the whole landscape white with snow, the air filled with falling flakes, the leaden gray sky arched above.

Explain that Lowell was reminded of the dark sky on that day when little Blanche was buried in Auburn cemetery, and of the falling snow that covered the mound over her grave. And then he remembered that patience had come, little by little, into the hearts that mourned, and had hidden and healed the scar; that is, the memory of their loss and sorrow, even as the snowflakes had hidden the little grave.

The teacher need not be reminded that this subtle thought is difficult for little children. They can, however, be led to get a dim comprehension of the meaning; and the re-reading of the poem in later years will reveal thought and develop feeling more fully.

The ninth and tenth stanzas should also be taken together. An expressive reading by the teacher will make the thought clear, though the children should be led to explain that the father gave his kiss to little Mabel for her sister Blanche.

In closing the study of the poem with the class, it will be well for the teacher to read again the first four stanzas—giving one of the most beautiful word pictures in our literature—and have the children visualize the scene.

Then the pupils may study the poem, and later read it aloud.

Lesson, Pages 48-50.

The lesson unit is obviously perseverance in any worthy undertaking until success is won. The story itself is all-sufficient to impress the thought and lead the children to admire the persevering boy who succeeded. No comment and no questions are necessary. In no case should the moral of a lesson be hammered in. That only makes the lesson distasteful to the class, and causes them to react against its teaching.

Lesson, Pages 67-70.

*Supplemental reading.**

Walker, Margaret Coulson—Our Common Birds and Their Nestlings.—(Am. Bk. Co.)

Pyle, K.—Stories of Humble Friends.—(Am. Bk. Co.)

The selections may be chosen according to the teacher's judgment as to the interests of the class.

Lesson, Pages 74-79.

Supplemental reading and pictures.*

Blaisdell—Child Life, Third Reader.—(Macmillan.)

Boys and Girls of Japan, pages 144-148.

The Doll Festival, pages 149-152.

The Flag Festival, pages 153-156.

Shaw—Big People and Little People of Other Lands.

Japan—(Am. Bk. Co.) pages 15-24.

Chance—Little Folks of Many Lands—(Ginn) pages 95-111.

It may be that all of these references can not be read in the class; but enough can be done to interest the children in the books, all of which are good for silent reading in school or home reading.

Lesson, Pages 85-86.

A good supplementary lesson is the story of Firefly, in Pyle, K. —Stories of Humble Friends, pages 70-77.

Lesson, Pages 97-108.

This selection is taken from Alcott, Louisa M.—Lulu's Library, Vol. II, pages 68-79. Have the book in the schoolroom, and let some child who needs an incentive to study earnestly, compare the reading lesson with the original. The chief purpose of bringing the book to the children's notice is to interest them in reading more of the author's writings. To further this end the book should be made accessible to the entire class, but without forcing it upon them.

Lesson, Pages 115-118.

To give the class an idea of marine life use the colored frontispiece in each of these books:

Wright, Julia McNair—Seaside and Wayside, Vol. I.—(Heath.)

Wright, Julia McNair—Seaside and Wayside, Vol. II.—(Heath.)

Lesson, Pages 119-122.

For pictures of home and school life among the Pilgrims use Pratt, M. L.—America's Story for America's Children, Vol. I, pages 92-97 (D. C. Heath); and Stone, G. L., and Fickert, M. C.—Every Day Life in the Colonies (D. C. Heath).

Lesson, Page 126.

This lesson gives good opportunities for visualizing. Let the children "think pictures" for paragraphs 1 and 2, and for paragraphs 4 and 6.

Lesson, Pages 128-133.

Precede this lesson by a nature lesson on—"How it Rains." If, for any reason, a nature lesson is impossible, develop the subject by means of questions and an illustrative chalk talk. Ask the class how the water in the tea-kettle is changed when kept over a fire. What becomes of the steam, or vapor? From what other sources does vapor, or steam come? Where are large amounts of vapor formed by the sun's heat acting upon water? When large quantities of vapor are massed together what do they form? How are clouds carried over the land? When you blow your breath, containing warm vapor, on a cold window-pane what happens? What causes

*For directions, see Jenkins and Kollogg—Lessons in Nature Study (Whitaker and Ray, S. F., pub.), pages 137-138.

the vapor in the clouds to condense into drops of water? When these drops fall, we say it is—? What becomes of the rain?

Lesson, Pages 153-155.

Lesson Unit.—The life history of the frog.

Interest.—If this lesson can be placed at the right season of the year, precede it by a series of nature lessons, extending over several weeks, in which the children observe and study the development of the frog—the eggs, their change and final hatching; the tadpoles, through their various stages, and the fully developed little frogs. Of course this is best done where frogs are in their natural habitat, in stream or pond. But the requisite material may be kept in jars or in an aquarium in the schoolroom, where it can be frequently and conveniently observed.*

If, because the season is inopportune, or because, for other reasons, material can not be obtained, nature lessons are out of the question, give a chalk talk, picturing the mass of eggs, the change visible in the egg as it nears the time of hatching, the tadpoles in the various stages of no legs; hind legs partially developed, then fully developed; fore and hind legs, and the fully formed little frog.

Drill.

generally very curious These little black creatures
Fruit for the gentleman's dessert.

Questions.—Why must frogs sometimes be able to get into the water? What do frogs eat? How does the frog get rid of its old skin?

For observation and study: What do tadpoles eat? Of what use are they?†

Review.—Life history of the frog. Use of tadpoles.

Lesson, Pages 184-194.

Have the pupils visualize paragraph 1, page 185; paragraph 10, page 188; and paragraphs 2-3, page 192.

Make clear to the children what caddis worms are. See Jenkins and Kellogg—Lessons in Nature Study (Whitaker, Ray, S. F., pub.), pages 63-65, Caddis Worms.

Have the conversational parts on page 193 read as dialogue, one child taking the part of May and another talking for Echo.

*For directions, see Jenkins and Kellogg—Lessons in Nature Study (Whitaker and Ray, S. F., pub.), pages 137-138.

†Tadpoles eat large quantities of decaying vegetation. They thus act as scavengers, in a measure purifying stagnant ponds.

Lesson, Pages 168-171.

HOLMES AS AN AUTHOR.

Interest.—Tell the children brief stories about Oliver Wendell Holmes—stories that show his perennial good cheer and kindness and his interest in his fellows. Even when he was “seventy years young” he was always a boy in spirit, and sometimes in actions. The following anecdotes show something of his character.

One warm day, as Oliver Wendell Holmes was crossing Boston Commons with a friend, they came up with Chief Justice Hale. He had taken off his high silk hat to wipe his forehead, and was standing under an elm tree, holding his hat behind him. Holmes slyly tiptoed up behind him and dropped a nickel into the hat.

Another time Oliver Wendell Holmes accidentally ran over a little girl and knocked her down. The fall hurt her so that she cried. The poet picked her up, took her hands in his, and went dancing down the street with her. When she laughed through her tears, he bade her a cheery goodbye and went his way.

The second paragraph of the lesson, page 168, needs explanation: Oliver Wendell Holmes was born in 1809; so he was twenty years old when he was graduated from Harvard College in 1829, with “the boys of ’29.” He wrote the class poem at this time.

In 1879, just fifty years later, those of “the boys” who were still living were old, white-haired men. They met in honor of their graduation, and again Oliver Wendell Holmes was chosen class poet. He wrote the poem beginning—

“Has there any old fellow got mixed with the boys?
If there has take him out without making a noise.
Hang the Almanac’s cheat and the Catalogue’s spite!
Old Time is a liar! We’re twenty-to-night!”

Referring to Rev. S. F. Smith, he wrote in this poem:

“And here’s a nice youngster of excellent pith,
Fate tried to conceal him by naming him Smith.
But he shouted a song for the brave and the free,
Just read on his medal, ‘My Country,’ ‘of thee!’”

The poem closes with these stanzas:

“Yes, we’re boys, always playing with tongue or with pen,
And I sometimes have asked, ‘Shall we ever be men?’
Shall we always be youthful and laughing and gay,
Till the last dear companion drops smiling away?”

“Then here’s to our boyhood, its gold and its gray!
The stars of its winter, the dews of its May,
And when we have done with our life-lasting toys,
Dear Father, take care of Thy children, ‘The Boys!’”

At the close of the lesson the following poem should be read to the class:

OLD IRONSIDES.

Ay, tear her tattered ensign down!
Long has it waved on high,
And many an eye has danced to see
That banner in the sky;
Beneath it rung the battle shout,
And burst the cannon's roar;—
The meteor of the ocean air
Shall sweep the clouds no more.

Her deck, once red with heroes' blood,
Where knelt the vanquished foe,
When winds were hurrying o'er the flood,
And waves were white below,
No more shall feel the victor's tread,
Or know the conquered knee:—
The harpies of the shore shall pluck
The eagle of the sea.

Oh, better that her shattered hulk
Should sink beneath the wave;
Her thunders shook the mighty deep,
And there should be her grave;
Nail to the mast her holy flag,
Set every threadbare sail,
And give her to the God of storms,
The lightning and the gale.

—*Oliver Wendell Holmes.*

Lesson, Pages 209-211.

Supplementary lessons may be found in Baldwin, James—American Book of Golden Deeds.—(Am. Bk. Co.)

Lesson, Pages 242-243.

THE SANDPIPER.

In taking up the poem with the class first give them the setting. Children who are familiar with the seashore can readily picture the scenes. For those who have never seen the ocean, pictures and vivid descriptions will aid, though imperfectly, in forming the needed concepts. Lead the class to picture the dark, stormy day—the great waves thundering upon the rocks and rolling upon the sandy shore—the girl gathering driftwood on the beach, the little bird flitting before her.

Read the poem as a whole to the class, sympathetically, while, with open books, they follow the reading.

Then study stanza by stanza with the class, getting, when possible, interested response from the children whether in explanation, discussions or questions. The interest and attention of each pupil, and, in consequence, the strength of his impressions, the value of his appreciation and the tenacity of his memory of the lesson depend very largely on the active share he takes in the work on hand.

Stanza 1.—Picture again the scene upon the beach, and read the stanza aloud. Ask, To what are the waves compared in the expression:

“The wild waves reach their hands for it.”

What is meant by “The wild wind *raves*?”

Stanza 2.—Have the children note the expressiveness of the passage,

“the sullen clouds

Send, black and swift across the sky.”

Read the stanza again and ask the children to imagine the scene—the wind driving the dark clouds across the sky—the tall white lighthouses partly hidden by the dashing spray and the mist.

“Like silent ghosts in misty shrouds”—

the sailing vessels, with sails closely reefed, driven before the wind.

Stanza 3.—Simply read and have the class picture the scene.

Why are the girl and the bird staunch friends?

Stanza 4 needs no explanation other than that which a sympathetic reading will convey. A hearty expression from the teacher of appreciation of the beauty and feeling in the lines will lead the class to more fully enjoy the stanza. The poem stands out as one of the best in our child literature.

SUPPLEMENTARY LESSONS.

On special occasions, like Thanksgiving and Christmas, hectographed or typewritten stories or “cut up stories” written on cards can be advantageously used. The following may be used in the Third Grade:

THE FIRST THANKSGIVING.

About three hundred years ago the Pilgrims, who made the first Thanksgiving, left England and went to Holland.

They wanted to serve God as they thought right. So they went away to another country.

They stayed here about twelve years. Then they became dissatisfied, and made up their minds to come to America.

They came in a ship called the Mayflower.

There were one hundred and one of them. They landed at Plymouth in cold December.

They built houses, a church and a hospital. Many of the people were sick, and they all had very little to eat. At one time they had but five grains of corn apiece each day.

The Indians gave them corn to plant, and the next year they had good crops.

They were so thankful for God's goodness to them in giving them enough to eat, that they set apart a time to give thanks to Him.

They made a feast and invited the Indians to come.

The Thanksgiving dinner table held many wild turkeys, roasted.

Cranberries grew wild in the bogs. So they had cranberries with their turkey just as we do. They also had a kind of bread made of corn.

One of the Indians brought popcorn to the feast. It was the first popcorn the Pilgrims had ever seen. The Indians called it "the corn that blossoms."

The thanksgiving and feasting lasted three days.

This was the first Thanksgiving Day. It is always the last Thursday in November.

—Alice Cook Fuller in *Primary Education*.

THE CHRISTMAS BELLS.

I.

In a land far away was a beautiful church. Three bells hung in the high tower. They were wonderful bells.

There was the great bell that went CLANG! CLANG! CLANG!

There was the middle-sized bell that went CLING! CLANG! CLING!

And there was the little bell that went *Ring! Ring! Ring!*

These bells rang only on Christmas Eve. No one knew who rang them. Some said it was the wind. Others thought fairies touched the bells.

The people loved to hear the bells ring. They sat very still in the beautiful church, and listened for the music of the bells.

One Christmas Eve the people waited and waited. But the bells did not ring. Then how sad they were!

Christmas came again, and the people listened for the bells. But again the bells did not ring!

Many, many years went by. Still the bells did not ring. Then the people asked, "Did the bells ever ring?"

II.

On Christmas Eve two little boys were playing together in the snow. They were called Pedro and Little Brother.

Little Brother said, "Oh, Pedro, can't we go to the church to-night? Perhaps the bells will ring."

"Yes, Little Brother, we will go," answered Pedro. They started for the church. The snow was falling fast, but on they went.

A low cry was heard. What could it be? Little Brother was afraid.

He asked, "What is that, Pedro?" Pedro said, "I will go and see."

He ran across the road, and what do you think he found? In the snow was a little white dog. It was cold and hungry.

Pedro took the poor little dog in his arms. He put it under his jacket to keep it warm.

"You go to the church, Little Brother. I shall take the dog home. It must have food or it will die."

"Oh, Pedro, I don't want to go alone."

"But you will go, won't you, dear? I saved all my pennies, and I have changed them for this bright dollar."

"Yes, Pedro, I will go."

Little Brother took the silver dollar, and went to the church alone. He walked slowly in and took a seat. All the people were listening for the bells to ring.

The priest was there in his snow-white robes. He said, "Bring your gifts to the altar."

III.

The king took his golden crown. All the people listened. But the bells did not ring.

The queen gave her jewels. The people listened. But the bells did not ring.

Rich men laid money on the altar. Still the bells did not ring.

Little Brother thought, "Can I go up there with this one little dollar? Yes, I told Pedro I would go, and I must."

He went slowly up to the altar. He laid Pedro's dollar on the very edge of it. And now, listen! The bells! The bells!

The great bell went CLANG! CLANG! CLANG! The middle-sized bell went CLING! CLANG! CLING! And the little bell went *Ring! Ring! Ring!* And the waiting people were very happy.

Little Brother ran from the church. Pedro had warmed and fed the starving dog. He was coming to meet Little Brother.

Little Brother ran to meet Pedro. He said, "Oh, Pedro, the bells! the bells! I wish you had heard the bells."

"I did hear them, Little Brother. Their sound came over the snow to me. It was the sweetest sound I ever heard."

— Adapted, Mary L. Gilman in *Brook's Second Reader*. (Am. Bk. Co.)

USE OF STATE TEXTS—STATE FOURTH READER.

In order to give the pupils the most favorable impression of the State Fourth Reader it is wise to begin with one of the most interesting lessons, such as Jackanapes and the Pony, pages 8-16. This selection is too long for one lesson. It may be divided into two or three lessons, according to the ability of the class.

Lesson, Pages 8-10, to Paragraph 8.

INTEREST.

Have a copy of the book from which the lesson is taken—Ewing's Jackanapes—and call the attention of the class to it. Introduce the class to the characters that appear in the story. The picture, page 12, gives some idea of Jackanapes and the General. Lead the class to picture the scene as the description in the first paragraph is read aloud. Tell briefly about fair time in England, and about the Gypsies' appearance and mode of life.

WORD AND PHRASE DRILL.

the Gypsy's red-haired pony spurned*
his hand lingering in the wiry mane
at the first opportunity* jolting, clumsy work
after the elastic swiftness* and dainty mischief* of the red-haired
pony
disposed to talk confidentially*

STUDY (directions to the class).

1. Look through the lesson and make sure of your mastery of every word.
2. Study the lesson to understand the meaning of every sentence.
3. Practice on "talking" the lesson. Put yourself in the place of the speaker and think how you will say each part of the lesson.
4. Select the passages which you specially like. Try to see the pictures described.

RECITATION.

Renew interest by bright questions: Why would you like to own a pony like Lollo? Describe Lollo. Tell about Jackanapes' first experience with Lollo. What led the Gypsy boy to give Jackanapes a ride on Lollo?

Have the first paragraph read by some one who likes the pony.

Have paragraphs two, four, five and the first part of paragraph six read in dialogue.

Questions to be interspersed with the reading:

How much did the Gypsy father want for the pony?

About how many dollars is that? How did Jackanapes like riding the donkey after having ridden Lollo? What directions were given to Jackanapes by Miss Jessamine? Why?

Words marked with the asterisk are to be explained, if possible, by the pupils.

Words underlined should be developed or built by syllables, so that the pupils may get them more readily.

Lesson, Pages 11-14, Paragraph 15.

INTEREST.

Who was the General? Tell about Jackanapes' experience with Lollo.

WORD AND PHRASE DRILL.

vivid* his yellow mop*²

Fourteen pounds nineteen shillings and ten pence

chiefly waistcoats*

slapping the breast of his military frock coat

EXPLANATION.

If the class have had Denominate Numbers, paragraph 11 can best be explained by having the example worked out by the class. If that is beyond the ability of the children, the teacher should simply explain that Jack-napes is working out an example in English money to find how much he needs. Tell the class that a pound in English money is about five dollars (\$4.84) and have them find out how much the Gypsy asked for the pony.

STUDY.

(See previous lesson for directions to children.)

QUESTIONS.

How much money did Jackanapes want? What for?

Describe the picture given in paragraph 14.

RECITATION.

In the oral reading of pages 13-14 let one pupil read what Jackanapes said, and another what the General said. It is not necessary in this dialogue reading to omit expressions like "asked Jackanapes," and "said the General, slapping the breast of his military frock coat." The effort to have these interpolated passages omitted requires too much attention to be worth while.

Lesson, Pages 14-16.

INTEREST.

Why did the General buy Lollo? On what conditions was Jackanapes to have Lollo?

DRILL.

the rapture* of the race cavalry*

who swoop and dart and wheel about a plain like swallows in autumn

EXPLANATION.

Tell the class that Waterloo in Belgium was, in 1815, the scene of a terrible battle, in which the English, Prussians, Austrians and other allies fought against the French under Napoleon. The English were victorious, but there was great loss of life on both sides.

STUDY.

(See page 76 for directions for pupils.)

* Words marked with the asterisk are to be explained, if possible, by the pupils.

QUESTIONS.

Whom did Jackanapes love best? Next? Why?

Note how feelingly the General spoke about Jackanapes' future. Why did he feel so strongly?

At the close of the lesson the book, Ewing's Jackanapes, should again be brought to the notice of the class with the suggestion that it contains the whole story about Jackanapes. If the book can not be obtained, reference may be made to the lesson on pages 300-307 of the Fourth Reader.

Lesson, Pages 45-52.

SUGGESTIONS.

In giving the setting for this lesson tell the class briefly about the War of the Rebellion—that it took place in our own country between the people of the North and the people of the South—that the question of slavery and the proposed withdrawal of the Southern States from the Union were the chief causes of the war.

Give an idea of what slaves were; and tell, in brief, why the people of the South wanted them.

Explain that Federal soldiers, or blue-coats, were the Northern soldiers; the Confederates were the soldiers of the South.

Willie and Frank lived at Oakland, Virginia.

Have the last paragraph of fine print on page 44 read as an introduction to the lesson.

Have the book, Page's Two Little Confederates, in the schoolroom. Get some pupil who needs an incentive to study, to read his lesson from chapter 16 of the book and compare with the lesson in the Fourth Reader. Then let him read from the original.

It will require no effort on the part of the teacher to get the children to read Page's Two Little Confederates and Among the Camps.

Lesson, Pages 53-63.

SUGGESTIONS.

Have Bayard Taylor's Boys of Other Countries in the schoolroom, and use the book as is suggested for pages 45-52 in the preceding paragraphs.

The story of Jackanapes and the Pony may be followed by the first lesson in the Fourth Reader, The Maple Tree's Children. Then the subsequent lessons may be taken in regular order.

Lesson, Pages 5-7.

THE FROLIC OF THE LEAVES.

If this lesson comes at the proper season of the year, have in the schoolroom some of the tender pink maple leaves just coming out of bud, and some tree buds to show the "swathing bands" in which the tiny leaves are enclosed for protection during the winter.

Read the first three stanzas aloud, then study them with the class. To what does the poet compare the leaves? What expressions show that he is

thinking of them as babies? ("First opened their wondering eyes." "They threw off their swathing bands." "Rocked in the arms of summer." "Their pink imploring hands." "Crooned a low lullaby to them.") What picture is brought to mind by the passage.

"under the bending beauty.
Of the azure April skies?"

Why is the expression "*bending* beauty" used?

In the second stanza explain what is meant by "swathing bands" by showing a picture of a swathed baby (the Italian Bambino), or by substituting a good description of it, and by showing the tree buds in which the brown scales swathe the tiny leaves. Recall to the children's minds the thought of a baby stretching out its little hands to the warmth of a fire, or imploring its mother to take it by stretching out its hands, and they will understand the lines.

"And reached out into the sunlight.
Their pink, imploring hands."

Ask: What is meant by

"Crooned a low lullaby to them,
In the murmuring music of love."

Read again the first three stanzas, telling the class to see how the idea of the leaves being babies is carried through the whole, and to note the beauty of the poem.

The fourth and fifth stanzas describe the summer time. They need no special explanation, but they should be read to the class.

Read aloud the last four stanzas on page 6. Ask what season is described in these stanzas. Call the attention of the class to the fact that Autumn and Nature are personified. Have the children imagine a picture of Autumn.

"Stepping with sandals of silver,
Decked with a mantle of flame."

Why is a mantle of flame color appropriate for Autumn? The thought of the silvery frost on the ground, as the tracks of Autumn, will help the class to understand the expression, "sandals of silver." In the seventh stanza what is meant by "the month of sheaves? Why is it called "the *moony* month of sheaves?" How did Autumn array "her children, the forest leaves," "in yellow and crimson?"

In the last two stanzas, on page 6, to what are the leaves compared? What expressions show how much they enjoyed their ride? Read again the last four stanzas on page 6, in order that the class may more fully enjoy the lines.

Read page 7 to the class. What season is referred to in these stanzas? Notice how the thought of the leaves being children is carried through these lines. What is meant by Mother Nature's tears?

After the study by the class and the teacher together, the children should study the poem and practice on reading it, and finally should read it aloud.

Lesson, Pages 90-92.

THE FATE OF THE INDIANS.

This is a difficult lesson which should be read aloud by the teacher, and studied by teacher and pupils together before ever the children attempt to study it alone.

In awakening interest, the teacher should have in the schoolroom good pictures of Indians, such pictures as show the race at their best.

Almost every section of our State has its Indian legends, its places made interesting by Indian associations, and its historical stories relative to Indians. It will be wise for the teacher to make herself familiar with these locations and stories, and to refer to them in this lesson. The illustrations given in these notes have special reference to San Francisco and its vicinity.

In taking up the lesson read aloud the first paragraph and the first division of the second. Explain the expressions: "Not many generations ago" and "where you now sit encircled by all that exalts and embellishes civilized life." Have the children picture the regions where their homes are now located, as wild and natural places, where "the rank thistle nodded in the wind and the wild fox dug his hole unscared."

"Beneath the same sun that rolls over our heads the Indian hunter pursued the panting deer" is literally true here. In 1769 Portola and his party of Spaniards, bent on rediscovering Monterey Bay, as described by Viscaino, failed to recognize the bay, came northward along the coast and camped near the site of the Cliff House. They saw many Indians here. Two of the party, Ortega and another, asked permission to go deer hunting. They came to the hills on which San Francisco now stands and killed two deer. They discovered San Francisco Bay, and returned to camp, telling of the "wonderful inland sea."

The last sentence of the first paragraph needs slight explanation. "The wigwam blaze" was a small fire inside the wigwam. Who were "the tender and the helpless?" Note the choice of words: "The wigwam blaze *beamed*"; "the council fire *glared*."

The description of the warfare of the Indians is specially good. Note the expressions, "the echoing whoop," "the defying death song," "the tiger strife."

When a warrior was wounded in battle and knew that he must die, he sang a "death song" of defiance to his enemy, which meant: "You have wounded my body to the death; my spirit you can not kill! I defy you!"

The last division of the second paragraph and the first of the third should be read and studied together. "He had not written His laws for them on tables of stone," refers to the tables of stone on which the ten commandments were written when the law was given to Moses. What is meant by "he had traced them on the tables of their hearts?" The God of Revelation means the God revealed to us in the Bible.

The first division of the third paragraph contains many beautiful word-pictures which the children should be led to see and enjoy. But one explanation is necessary: Because many nations worship the sun it is called the *sacred orb*. Note the beauty of the language in this paragraph.

The facts set forth in the fifth paragraph are proved in any part of our State; for in every locality the traces of Indian villages, long since deserted, may be found. On Land's End, near the site of the Cliff House, the remains of an Indian rancheria may be clearly traced. There one can find even now the smoke-blackened stones, masses of broken clam and mussel shells; the place, hollowed out on the hillside, where water was obtained, the coarse grass that supplied material for mats and baskets, and the oak trees from which acorns were obtained. How truly it may be said of the Indians who lived here, "Their arrows are broken, their springs have dried up, their cabins are in the dust."

By an earnest, expressive reading of this entire selection, *The Fate of the Indians*, which is one of the masterpieces of literature, the teacher can help her class to appreciate the beauty of the language, and to feel a deep sympathy for the down-trodden race which has never received justice at our hands.

Lesson, Pages 93-99.

SUGGESTIONS.

After the long biographical lesson on Charles Dickens has been completed a specially interesting selection from his writings may be read by the class with good results. *Tiny Tim's Christmas Dinner* forms an excellent lesson. It is to be found, slightly adapted, in the *Blodgett Third Reader* (Ginn), and in *Charming Children of Dickens' Stories* (Smithsonian Co., Los Angeles).

The foregoing lessons are given as types. With the suggestions given under General Methods, the teacher can readily work out her own lessons; and they will prove to be better for her class, if thoughtfully prepared, than any lessons which she can take at second hand.

SUPPLEMENTARY LESSONS.

The following stories may be used just before the holidays to enliven the reading lessons. They may be hectographed, typewritten or written on cards as "cut up stories."

THE FIRST THANKSGIVING DAY.

Nearly three hundred years ago, a great many people in England were very unhappy because their king would not let them pray to God as they liked. The king said that they must use the same prayers as he did. If they would not do this, they were often thrown into prison, or perhaps driven away from home.

"Let us go away from this country," said the unhappy Englishmen to each other. So they left their homes, and went far off to a country called

Holland. It was about this time that they began to call themselves "Pilgrims." Pilgrims, you know, are people who are always traveling to find something they love, or to find a land where they can be happy. These English men and women were journeying, they said, "from place to place, toward heaven, their dearest country."

In Holland the Pilgrims were quiet and happy for a while, but they were very poor. When the children began to grow up, they were not like English children. They talked Dutch like the little ones of Holland, and some were naughty and did not want to go to church any more.

"This will never do," said the Pilgrim fathers and mothers. After much talking and thinking and writing they made up their minds to come here to America. They hired two vessels, called the *Mayflower* and the *Speedwell*, to take them across the sea. But the *Speedwell* was not a strong ship, and the captain had to take her home again before she had gone very far.

The *Mayflower* went back, too. Part of the *Speedwell's* passengers were given to her, and she started alone across the great ocean.

There were one hundred people on board—mothers and fathers, brothers and sisters and little children. They were very crowded. It was cold and uncomfortable. The sea was rough, and pitched the *Mayflower* about; and they were two months sailing over the water.

The children cried many times on the journey, and wished that they had never come on the tiresome ship that rocked them so hard, and would not let them keep still a minute.

But they had one pretty plaything to amuse them, for in the middle of the great ocean a Pilgrim baby was born, and they called him "*Oceanus*," for his birthplace. When the children grew so tired that they were cross and fretful, *Oceanus'* mother let them come and play with him, and that always brought smiles and happy faces back again.

At last the *Mayflower* came in sight of land. But if the children had been thinking of grass and flowers and birds, they must have been very much disappointed, for there was nothing to be seen but rocks and sand and hard bare ground.

Some of the Pilgrim fathers, with brave Captain Myles Standish at their head went on shore to see if they could find any houses or white people. But they only saw some Indians, who ran away from them, and found some Indian huts, and some corn buried in holes in the ground. They went to and fro from the ship three times. By and by they found a pretty place to live, where there were "fields and little running brooks."

Then at last all the tired Pilgrims landed from the ship on a spot now called Plymouth Rock. The first house was begun on Christmas Day. But when I tell you how sick they were, and how much they suffered that first winter, you will be very sad and sorry for them. The weather was cold, the snow fell thick and fast, and the wind was icy. The Pilgrim fathers had no one to help them cut down the trees and build their church and their houses.

The Pilgrim mothers helped all they could. But they were tired with the long journey, and cold and hungry, too, for no one had the right kind of food to eat, nor enough of it.

So first one was taken sick, and then another, till half of them were in bed at the same time. Brave Myles Standish and the other soldiers nursed them as well as they knew how. But before spring came half the people died and had gone at last to "heaven, their dearest country."

But by and by the sun shone more brightly, the snow melted, the leaves began to grow, and the sweet spring had come again.

Some friendly Indians had visited the Pilgrims during the winter, and Captain Myles Standish, with several of his men, had returned the visit.

One of the Indians was called Squanto. He came to stay with the Pilgrims, and showed them how to plant their corn and peas and wheat and barley.

When the summer came and the days were long and bright, the Pilgrim children were very happy, and they thought Plymouth a lovely place indeed. All kinds of beautiful wild flowers grew at their doors, there were hundreds of birds and butterflies, and the great pine woods were always cool and shady when the sun was too bright.

When it was autumn the fathers gathered the barley and wheat and corn that they had planted. They found that it had grown so well that they would have quite enough for the long winter that was coming. "Let us thank God for it all," they said. "It is He who has made the sun shine and the rain fall and the corn grow." So they thanked God in their homes and in their little church; the fathers, and the mothers, and the little children thanked Him.

"Then," said the Pilgrim mothers, "let us have a great Thanksgiving party, and invite the friendly Indians, and all rejoice together."

So they had the first Thanksgiving party, and a grand one it was! Four men went out shooting one whole day, and brought back so many wild ducks and geese and great wild turkeys that there was enough for almost a week. There was deer meat also, of course, for there were plenty of fine deer in the forest. Then the Pilgrim mothers made the corn and wheat into bread and cakes, and they had fish and clams from the sea besides.

The friendly Indians all came with their chief Massasoit. Every one came that was invited, and more, I dare say, for there were ninety of them altogether.

They brought five deer with them, that they gave to the Pilgrims. They must have liked the party very much, for they stayed three days.

Kind as the Indians were, you would have been very much frightened if you had seen them. The baby, Oocannus, who was a year old then, began to cry whenever they came near him.

They were dressed in deerskins, and some of them had the furry coat of a wild cat hanging on their arms. Their long black hair fell loose on their shoulders, and was trimmed with feathers or foxtails. They had their faces painted in all kinds of strange ways, some with black stripes as broad as your finger all up and down them. But whatever they wore, it was their very best, and they put it on for the Thanksgiving party.

Each meal, before they ate anything, the Pilgrims and the Indians thanked God together for all His goodness. The Indians sang and danced

in the evenings, and every day they ran races and played all kinds of games with the children.

Then, sometimes, the Pilgrims with their guns, and the Indians with their bows and arrows, would see who could shoot farthest and best. So they were glad and merry and thankful for three whole days.

The Pilgrim mothers and fathers had been sick and sad many times since they landed from the Mayflower. They had worked very hard, often had not had enough to eat, and were mournful indeed when their friends died and left them. But now they tried to forget all this, and think only of how good God had been to them. So they were happy together at the first Thanksgiving party.

—*Nora A. Smith in The Story Hour. (Houghton, Mifflin & Co.)*

THANKFUL'S THANKSGIVING.

PART I.

To-day Thankful may seem an odd name for a dear little girl. But long ago when the New England colonies were new, they named children for a reason.

In the tiny log cabin where the baby girl was born, the pretty young mother was very, very thankful that a sweet baby had come to keep her company. And for that reason she named her little daughter "Thankful."

Just before baby Thankful came, brave young John Thornton, her father, sailed back to England on business for the King. He was grave enough at leaving his young wife in the new country.

Every one was expected to be both brave and grave in those days. So John Thornton sailed away with never a tear to show how heavy his heart really was.

The pretty young wife waved a smiling farewell from the rocky shore. If she went back to the silent log house and sat down and wept a while, no one ever knew of it.

By and by little Thankful came. So fair and sweet and wise did she grow that even the great Governor took special notice of her. He called her a rare lass; and once he sent her a queer wooden doll. Dolls were not common then, I can tell you.

Alone, within their log house, the mother and little Thankful lived and worked. Outside, on the little New England farm, Broken Bow, a friendly Indian, took charge, and watched over dear little Thankful.

Once in a great while letters came from the father abroad. "The King would send him back soon. They must be brave and cheerful. Thankful must continue to love Father, who would come home some day."

"Continue to love father!" Surely Thankful would continue to love the father that she had never seen. Little as she was, Thankful was learning to be a lady and a good housewife "for Father!"

When she was, oh, so small, she worked him a sampler. And she would make the daintiest "rose cakes" and would put them away safely "till Father should come."

When Thankful was four years old the pretty mother died. Then word was sent over the seas by a messenger. Somehow the message got confused, and when the father heard it he asked about his little daughter. "There is no news of a little daughter. The fever has killed many women and children. Had the child lived word would have been sent," said the messenger.

So the poor father thought that nothing was left but the tiny farm and the empty log house. He wrote back to the village elder, "Take care of what is left until I come."

After many months *that* message reached Elder Cummings, and he thought it a very strange message. He wondered that there was not a word about little Thankful.

He put Broken Bow to till the land and care for the log house, and rosy little Thankful he took into his own home. They all meant to be kind to the little girl—but there were so many, and the work was never done!

In the new strange life little Thankful had only the wooden doll and the memories of her mother's teachings to keep her brave and sweet. Poor little maid!

Sometimes Broken Bow would go to her and try to comfort her with loving grunts and gifts of fruit and berries and such little treasures as would be likely to please a little maid. He would bring a bright bird's egg or a brightly colored stone once in a while. Altogether, Broken Bow was a great comfort to the lonely little girl. He always said, "Big man-father get here by and by."

PART II.

Now we come to the Thanksgiving Day when Thankful was seven years old. Elder Cummings and his big family were going to the Governor's Thanksgiving feast. At the very last moment a neighbor's wife joined them and asked to go, too. If she went, one of the children must be left at home. The wagon could not hold another person. Every one was sorry; but children in those days respected the rights of their elders.

A big throb did rise in Thankful's heart; but she smiled bravely, and timidly asked if she might go to her mother's old cabin to spend the day with Broken Bow.

Permission was given, and the Thanksgiving party drove away. It was so like dear little Thankful to make the best of things! Soon she was singing like a chickadee and feeling full of joy. She went up to the loft where she slept, and brought down Mersey, the wooden doll. Then, gathering some bread and cold meat together, the little maid went, still singing, down the frosty hill.

The log house was not far away, and there was Broken Bow feeding the chickens at the back door. Thankful explained the day to the Indian. Then she added joyfully: "You and Mersey and I will make a feast together! We will set a place for Father, too, and make believe he is here. You will see, Broken Bow, how well I can cook!"

Broken Bow almost exploded with grunts, and he began to hurry around making *his* preparations for Thanksgiving.

Mersey, the wooden doll, was placed in a chair at the table and talked to

as if she were another brave little soul. Her wooden face really seemed to glow, and the log cabin was ringing with Thankful's songs of praise.

She baked a pumpkin pie—that clever Thankful. Broken Bow had stewed the pumpkin the day before for some pies of his own. Broken Bow had roasted a fine chicken, too.

When he and Thankful and Mercy sat down to the table—there truly *was* a feast. Then Thankful folded her hands and prayed a little prayer of gratitude, thanking God for the food. She ended her Thanksgiving prayer thus: "Kind heavenly Father, send my earthly father home as soon as convenient."

Just then she raised her eyes. Broken Bow was staring over her head at the door. Some one stood there, some one who had motioned the Indian to keep silence. It was a tall, grand stranger, who, with all his brave strength, had tears in his eyes.

Thankful arose with a pretty dignity befitting the mistress of the house. "Are you in trouble, sir?" she said.

"I—was!" the stranger almost whispered. "I shall soon be happier."

"Are you hungry, sir? Have you traveled far?" asked Thankful kindly.

"Very far, little maid, and I am indeed hungry."

"Sit down, then, good sir. You may sit in my father's place. See, I have made it ready. And Broken Bow and I have made this feast ourselves. I am quite a housewife now. I am getting ready for the time when Father will need me."

"See, sir, that is Mercy. The Governor gave her to me when I was a little lass. I think he knew how lonely I was."

She was prattling on merrily, quite forgetting that she should "be seen and not heard." It was her own little feast, and the grand stranger made it easy for her to talk.

It seemed to set him more at ease. He took the place by Mercy—"Father's place"—and while he ate he questioned Thankful and nodded in a strange way at Broken Bow.

"They have all gone to the Governor's feast," Thankful said. "Oh, yes, sir, they are very good to me. There are so many at the elder's house—that—that it is very different from the home with mother. But I am waiting for—Father! Some day he will come, sir, and find me—ready. Mother always said, 'Be ready.' Suppose, now, that Father should come—do you think this feast would be good enough for him?"

"Quite good enough, sweet Thankful." And then the big man and the little maid smiled bravely at each other.

When the feast was over the tall stranger bade Broken Bow to ride with him to the Governor's feast. "And my horse," he added, "is tied to the oak tree out by the road. Thankful, Mercy and I will ride Black Bess together."

So they rode away, as merry as the golden sunlight that danced over the frosty road. Thankful hugged Mercy to her tender little heart; the big stranger hugged Thankful to his strong heart, and Broken Bow grunted out behind.

And so they came to the Governor's feast, where the people were all eating and drinking or dancing and laughing. The Governor stood looking on gravely. It had been a good year and he was grateful to God.

Straight up to the Governor rode the stranger with his pretty load, and Broken Bow close to Black Bess' heels.

"Why, it is our own John Thornton!" cried the Governor; and a sudden expectant stillness fell upon the people.

"Aye, John Thornton!" nodded the stranger. "Governor, I have brought my little daughter to the feast!"

Then every one understood; and last of all sweet Thankful understood, too; and looking up into the strong, brave face, she spoke tenderly and thoughtfully, "Father, God did make it convenient to send you on Thanksgiving Day!"

LITTLE JEAN—A CHRISTMAS STORY.

Once upon a time, so long ago that everybody has forgotten the date, there was a little boy whose name was Jean. He lived with his aunt in a tall old house in a city whose name is so hard to pronounce that nobody can speak it. He was seven years old, and he could not remember that he had ever seen his father or his mother.

The old aunt who had the care of little Jean was very selfish and cross. She gave him dry bread to eat, of which there was never enough; and not more than once in the year did she speak kindly to him.

But the poor boy loved this woman, because he had no one else to love; and there was never a day so dark that he did not think of the sunlight.

Everybody knew that Jean's aunt owned a house and had a stocking full of gold under her bed, and so she did not dare to send the little boy to the school for the poor, as she would have liked to do. But a schoolmaster on the next street agreed to teach him for almost nothing; and whenever there was no work he could do he was kept at home.

The schoolmaster had an unkind feeling for Jean, because he brought him so little money and was dressed so poorly. And so the boy was punished very often, and had to bear the blame for all the wrong that was done in the school.

The little fellow was often very sad; and more than once he hid himself where he could not be seen and cried as though his heart would break. But at last Christmas came.

The night before Christmas there was to be singing in the church, and the schoolmaster was to be there with all his boys; and everybody was to have a very happy time looking at the Christmas candles and listening to the sweet music.

The winter had set in very cold and rough, and there was much snow on the ground. So the boys came to the schoolhouse with fur caps drawn down over their ears, and heavy coats, and warm gloves, and thick high-topped boots.

But little Jean had no warm clothes. He came shivering in a thin coat which he wore on Sundays in summer. There was nothing on his feet but coarse stockings very full of holes, and a pair of heavy wooden shoes.

The other boys made many jokes about his sad looks and his worn-out clothes. But the poor child was so busy, blowing his fingers and thumping his toes to keep them warm that he did not hear what was said. And when the hour came the whole company of boys, with the schoolmaster at the front, started to the church:

II.

It was very fine in the church. Hundreds of wax candles were burning in their places, and the air was so warm that Jean soon forgot his aching fingers. The boys sat still for a little while. Then while the singing was going on and the organ was making loud music they began in low voices to talk to one another. Each told about the fine things that were going to be done in his home on the morrow.

The Mayor's son told of a monstrous goose that he had seen in the kitchen before he came away. It was stuffed, and stuck all over with cloves till it was as spotted as a leopard. Another boy whispered of a little fir tree in a wooden box in his mother's parlor; its branches were full of fruits and nuts and candy and beautiful toys. And he said he was sure of a fine dinner, for the cook had pinned the two strings of her cap behind her back, as she always did when something wonderfully good was coming.

Then the children talked of what Santa Claus would bring them, and of what he would put into their shoes, which, of course, they would leave by the fireplace when they went to bed. And the eyes of the little fellows danced with joy, as they thought of the bags of candy, the lead soldiers and the grand jumping jacks which they would draw out in the morning.

But little Jean said nothing. He knew that his selfish old aunt would send him to bed without any supper, as she always did. But he felt in his heart that he had been all the year as good and kind as he could be. So he hoped that kind Santa Claus would not forget him, nor fail to see his wooden shoes which he would put in the ashes in the corner of the fireplace.

III.

At last the singing stopped, the organ was silent, and the Christmas music was ended. The boys arose in order and left the church, two by two, as they had entered it; and the teacher walked in front.

Now, as he passed through the door of the church, little Jean saw a child sitting on one of the stone steps and fast asleep in the midst of the snow. The child was thinly clad, and his feet, cold as it was, were bare.

In the pale light of the moon, the face of the child, with its closed eyes, was full of sweetness which is not of this earth, and his long locks of yellow hair seemed like a golden crown upon his head. But his poor bare feet, blue in the cold of that winter night, were sad to look upon.

The scholars, so warmly clad, passed before the strange child, and did not so much as glance that way. But little Jean, who was the last to come out of the church, stopped, full of pity, before him.

"Ah, the poor child!" he said to himself. "How sad it is that he must go bare-foot in such weather as this! And what is still worse, he has not a

stocking, not even a wooden shoe, to lay before him while he sleeps so that kind Santa Claus can put something in it to make him glad when he awakens."

Little Jean did not stand long to think about it; but in the goodness of his heart, he took off the wooden shoe from his right foot and laid it by the side of the sleeping child. Then, limping along through the snow, and shivering with cold, he went down the street till he came to his cheerless home.

"You worthless fellow!" cried his aunt. "Where have you been? What have you done with your other shoe?"

Little Jean trembled now with fear as well as with cold; but he had no thought of deceiving his angry aunt. He told her how he had given the shoe to a child that was poorer than himself. The woman laughed an ugly, wicked laugh.

"And so," she said, "our fine young gentleman takes off his shoes for beggars! He gives his wooden shoes to a barefoot! Well, we shall see. You may put the shoe that is left in the chimney, and, mind what I say! If anything is left in it, it will be a switch to whip you with in the morning. To-morrow, for your Christmas dinner, you shall have nothing but a hard crust of bread to eat and cold water to drink. I will show you how to give away your shoes to the first beggar that comes along!"

The wicked woman struck the boy upon the cheek with her hand, and then made him climb up to his bed in the loft. Sobbing with grief and pain, little Jean lay on his hard, cold bed, and did not go to sleep till the moon had gone down and the Christmas bells had rung in the glad day of peace and good will.

IV.

In the morning when the old woman arose grumbling and went downstairs, a wonderful sight met her eyes. The great chimney was full of beautiful toys and bags of candy and all kinds of pretty things. Right in the midst of these was the wooden shoe which Jean had given to the child, and near it was the mate in which the wicked aunt had meant to put a strong switch.

The woman was so amazed that she cried out and stood still as if in a fright. Little Jean heard the cry and ran downstairs as quickly as he could to see what was the matter. He, too, stopped short when he saw all the beautiful things that were in the chimney. But as he stood and looked, he heard people laughing in the street. What did it all mean?

By the side of the town pump many of the neighbors were standing. Each was telling what had happened at his home that morning. The boys who had rich parents and had been looking for beautiful gifts, had found only long switches in their shoes.

But, in the mean while, Jean and his aunt stood still and looked at the wonderful gifts around the two wooden shoes. Who had placed them there? And where now was the kind, good giver?

Then, as they still wondered, they heard the voice of some one reading in the little chapel over the way: "Inasmuch as ye have done it unto one

of the least of these—" And then, in some strange way, they understood how it had all come about; and even the heart of the wicked aunt was softened. And their eyes were filled with tears, and their faces with smiles as they knelt down together and thanked the good God for what he had done to reward the kindness and love of a little child.

—*Adapted from the French of François Copper in Baldwin Readers. Fourth Year.*

INDIVIDUAL READING.

A taste for good reading, strong enough to be impelling, is a safeguard, a constant means of self-improvement, of uplift and inspiration. The boy or girl, the man or woman who reads much good literature has not room in life or nature for baseness and evil doing.

If, during the first ten or twelve years of his life, a child is made familiar with the best in literature that is adapted to his growing capability and widening range of thought there is little danger that he will ever read low, debasing books.

How shall a taste for good reading be developed? The beginning should be made in the home, in the kindergarten and in the first year class at school by giving the little ones picture books. Let the pictures be simple, in outline or color, but really good; not cheap chromos, nor daubs of color, not grotesque pictures accompanied by foolish doggerel, but pictures of the type drawn by Helena Magnire and by Jessie Wilcox Smith.

Early, very early in the children's lives will come the demand, oft repeated, for a story. Then tell the classic stories that have been dear to childhood for generations. *Tell* the stories, but let the books be in evidence; and let the children see the pictures and turn the pages lovingly. When the time comes for it tell stories of brave men and women, read ballad poetry, recount tales of chivalry, always with the books at hand. Soon the children will regard books as treasures wherein they can find the stories and poems that they love.

When the children begin to read for themselves, they should be given books that are worth reading—the best books, and in abundance. If parents, teachers and librarians propose to meet their responsibilities as educators, they must see to it that the school libraries and the juvenile libraries of cities, towns and villages are abundantly supplied with the best books for children. The older people might be stinted if it were necessary, but never the children.

The schools should give opportunity for more than the formal reading from the text books. After the first two years of school work, during which the mechanics of reading are taught, considerable time should be devoted to silent or thought reading.

The teacher should take some time during each week, preferably Friday afternoon, for the discussion of books suitable for the class to read. She should first read a few pages to show the nature of the book, then sketch some of the striking first events of the story, leaving the children interested and curious as to the outcome. If possible duplicate copies of the book should be on hand to satisfy the immediate demand for it. Then a list may

be arranged showing the order of application for the book. The fact that a book is in demand stimulates the desire to read it.

It is possible to quietly interest an individual pupil in a certain book that it is desirable for the class to read. There is generally a leader, to whose judgment the children defer in choosing books to read. Get him interested in the new book, without the teacher's guidance being manifest; then, when he has read and enjoyed it, an impromptu report may be made upon it. This one pupil's appreciation of the book will go far toward making it popular.

In the regular course in formal reading many opportunities will occur for the teacher to suggest the reading of books along the same line of thought as that of the lesson or books by the same author. This must be done by means of tactful suggestion. There must be nothing arbitrary about it, or the end will be thwarted. The purpose is always leading the child to read for enjoyment, to the end that he will learn to love good books and to read with pleasure.

Many of the lessons in the third and fourth readers are taken from interesting books which the pupils can read. It is wise to have, in the school-room, the volume from which the selection is taken and to allow a pupil who needs an incentive to study to compare the lesson with the same passage in the book. In the recitation one pupil may be allowed to read from the original book, while others use the reader. Then, in various ways, interest may be aroused in the remainder of the story so that the children will want to read the entire book.

The State Third Reader suggests, in this manner, on

Page 32—Grimm's Fairy Tales. Vols. I-II.

Page 67—Baldwin, James—Fifty Famous Stories.

Page 74—Shaw, Edward—Big People and Little People of Many Lands.

Chance, L. M.—Little Folks of Many Lands.

Campbell, H.—Metzu.

Page 85—Eddy, S. J.—Friends and Helpers.

Pyle, K.—Stories of Humble Friends.

Page 97—Mcott, L. M.—Lulu's Library. Vol. II.

Page 119—Stone, G. L., and Fickert, M. G.—Every Day Life in the Colonies.

Pratt M. L.—America's Story for America's Children. Vol. I.

Page 209—Baldwin, James—American Book of Golden Deeds.

The State Fourth Reader suggests on

Page 8 }
Page 300 } —Ewing, J. H.—Jackanapes.

Page 30—Hawthorne, Nathaniel—Daffydown Dilly and Other Stories

Tanglewood Tales.

A Wonder Book.

Page 43—Page, Thomas Nelson—Two Little Confederates.

Among the Camps.

Page 52 }
Page 169 } —Taylor, Bayard—Boys of Other Countries.

Page 195—Sewall, Anna—Black Beauty.

Page 356—Hughes, Thomas—Tom Brown's School Days.

SILENT, OR THOUGHT READING.

The main purpose of oral reading is to train for silent reading, which is *the* reading of life.

Too little attention is paid to silent reading in our schools. After the first two years, during which the mechanics of reading should be taught, at least half the time given to reading should be devoted to teaching the pupils to read silently. The exercise must at first be supervised and its results tested, to make sure that the children glean thought speedily and accurately. Bad habits are quite as apt to be contracted in silent reading as in any other school exercise, and are more pernicious here than elsewhere because of their bearing upon all the future education of the individual.

In schools in which the library is adequate—and it ought to be everywhere—fifteen to twenty minutes a day may be devoted to silent reading in the Second Grade; and twenty minutes to half an hour may be given in grades above the Second.

The reading may be given as busy-work, after lessons are learned. The only difficulty then will be for the teacher to find time to effectually supervise the work and test results. The supervision and testing are very important in the primary grades, where the foundations are being laid.

METHODS IN SILENT READING.

The following methods have been successfully employed in silent or thought reading:

The books chosen are easy for the grade; so far as it is possible, they are attractively bound, well printed and beautifully illustrated; above all, they must be interesting, each to the pupil who is to read it.

Each pupil is supplied with a spelling blank or small thin blank book, made with not more than four leaves and no cover, which serves as a book-mark. In this word-book he writes all the words which he can not pronounce for himself, and gets the teacher's help in mastering them.

When the reading books are passed by monitors, every child, after writing his hard words and receiving help upon them, reads as fast and as far as he will.

The teacher, or an older pupil who acts as monitor, helps each child to master his difficult words, hears him read a paragraph or two, and carefully tests his thought-getting by means of questions or by having him reproduce a portion of what he has read, particularly the part that he likes best.

Every pupil should be tested in these three ways—on word mastery, on oral reading, but chiefly on thought-getting, at least every other day.

When the reading period is over each pupil places his word-book as a book-mark, and the books are taken up by monitors.

The next day the child goes over the words in his word-book to make

sure that he remembers them, adds new words if necessary, then proceeds with his reading.

When a pupil completes a book, he is tested thoroughly on the difficult words, on his ability to read paragraphs anywhere that the teacher may choose, but especially upon the thought-content of the book. These tests should not be made discouraging to the child, but they should tend to make him a careful, thoughtful reader. If he passes the test satisfactorily, he has a new book, his preference guiding the teacher's choice.

Third and Fourth Grade pupils, or even Second Grade pupils, who are able to write with ease, enjoy keeping a record of books read. Small blank books appropriately labeled are used for the purpose. A page is given to each book. The name of the author, the title, a brief account of the contents of the book, why it is liked, and the names of stories that are specially interesting are recorded. The children are given much latitude in making these records, the only criticisms being upon spelling and upon language forms on which the class have been thoroughly drilled and these suggestions are tactfully given. The pupils, therefore, write with freedom and zest.

Third and Fourth Grade pupils who are given twenty minutes a day for silent reading, read from twelve to thirty or more books during a school year, with the utmost enjoyment and with great profit.

HOME READING.

The silent, or thought reading of the schools leads directly to home reading and the use of the public library. After two or three years of training in the Third, Fourth and Fifth Grades, the pupil has reached the "library age" of ten or twelve years. Equipped with membership card and guiding list of books that he wants to read, he may safely be turned loose in the good juvenile library. Even then the teacher or parent should gently guide his reading by questions and apt suggestions.

READING CURRENT LITERATURE.

In our modern life we have a superabundance of periodical reading matter. The magazine and the clean newspaper have their place in supplying contemporaneous history, accounts of discoveries and inventions and fresh literature; but there is danger that periodicals will absorb too much time and attention, preventing the reading books of permanent value, and the collection of libraries.

CHILDREN'S OWNING BOOKS.

Every child should have his own little library. Let him not only be encouraged to read good books, but to own and care for them, till his books become as tried and well-beloved friends. The beginning may be small. One book may be treasured for a long time before it is possible to add others. But if the beginning is made with the encouragement of parents and teachers, other books will be added. If, for birthday and holiday presents, books adapted to the child's interests and capabilities, be given him, he will soon learn to read and prize them. He can easily be encouraged to save

his small earnings, not always for toys and candy, but often to add a treasure to his own or to another's library.

THE CHOICE OF BOOKS.

The selection of proper reading material is most important. A child can not be trusted to select books for himself. He is far better able to select what he should eat or what he should wear than he is to choose his reading matter.

Parents and teachers should coöperate to place before the child, during the impressionable years of early school life, the very best books *for him* that the world contains.

It is not the number of books read that counts for most, but the quality. The great men whose early life history we know, have grown by reading and re-reading a few living books, which became vital forces in the lives of the readers. Our boys and girls can well afford to read more than once the books that are worth while, rather than to spend time on those that are doubtful. "Of the making of books there is no end." We have to-day too many books of mediocre quality, books that are neither good nor bad; but which have found their way into many libraries and homes. They are like other nonentities, not so very bad in themselves, but they are vicious in their influence because they crowd out that which is strong and vital and permanent. In reading them false tastes and ideals are formed and the children lose the opportunity of knowing thoroughly the world's best books.

In the selection of books for children's reading, these tests are to be considered:

1. Books must be interesting to the child who is to read them. That implies, of course, that they must be within his comprehension.

2. They must be written in correct English, with little or no slang, provincialism, or dialect.

3. They must be worth reading. If they are books of information, books of science or descriptive geography, they must be correct and up to date. If they are books of fancy, their stories must be pure in tone, not degrading. If they are books dealing directly with humanity, they must depict those conditions which are fairly typical of wholesome real life, and must present ideals to which the reader may rightly aspire.

THE SCHOOLS AND THE LIBRARIES.

The hearty coöperation of the librarians of the public libraries with the teachers of the public schools is noteworthy. In several large cities of our State books in sets of twenty-five or fifty are sent upon request to the schools, to be used for school or home reading for two weeks or a month, and are then returned to the library. The teacher is allowed to select the books which she desires.

In most of the large cities juvenile libraries are established in attractive rooms apart from the general library and are in charge of a competent librarian. In these juvenile libraries the coöperation of the librarian and the teachers has proved very helpful on both sides.

THE STORY HOUR.

Story telling is now largely used in the best juvenile libraries, as well as in the schools, as a means of attracting the children and interesting them in the best reading. Interesting stories are narrated by a good story teller. The Story Hour occurs once a week and lasts from half an hour to an hour. The stories for several weeks or months group around one subject; as, the Norse Myths, Animal Stories, Stories from Shakespeare.

The results of the Story Hour work as reported are: Evident eagerness of the children to attend the Story Hour, and manifest interest in listening to the stories; increasing demand for books containing the stories told; much larger circulation of juvenile books.

BOOK LIST.

This list has been made with the help of Miss Stella Huntington, formerly of the San Francisco State Normal School, now of the State Library, Sacramento. The list is by no means complete. There are many good books which we have been unable to test; but we give the names of those which we have tried and found worthy.

First Year.

Author.	Title.	Publisher	Price.
Arnold, S. L.	Arnold primer	Silver	\$0.30
	Good. Colored pictures fine. Binding fair.		
Arnold, S. L., and Gilbert, C. B.	Stepping stones to literature; a first reader.	Silver	.30
	Practical. Good reviews. Poems hard.		
Baker, F. T., and others	First year language reader.	Macmillan	.25
Baker, T. O.	Action primer	Am. Bk. Co.	.25
	Interesting lesson, but almost every lesson in Part I contains from four to six new words, many not used afterward.		
Ball, L. A.	Natural reading primer.	Ginn	.25
	Good lessons with phonic system. Manual accompanying primer. Illustrations fair.		
Banta, N. M., and Benson, A. B.	The brownie primer	Flanagan	.35
	Good. Bright colored pictures of brownies; attractive lessons with repetition of new words; large vocabulary.		
Bass, Florence	Lessons for beginners in reading.	Heath	.25
	First lessons monotonous. Good colored illustrations.		
Bates, Lois	Fairy tale of a fox.	Longmans	.15
	Easy continuous story for high first grade.		
Black, B. N.	Black's graded readers; primer.	Stradling	.20
	Suggestive to teachers.		
Blaisdell, E. A., and M. F.	Child life; primer	Macmillan	.25
	Good. Attractive, well graded lesson; good illustrations in color.		
Blaisdell, E. A., and M. F.	Child life; first reader.	Macmillan	.25
	Interesting lessons, well graded; attractive colored pictures.		
Blodgett, F. E., and A. B.	Primer	Ginn	.30
	Very good. Attractive pictures; good les- sons; reviews; but too many new words to a page in first lessons.		
Blodgett, F. E., and A. B.	Blodgett readers; a first reader.	Ginn	.30
	Excellent.		
Brooks, S. D.	Brook's readers; first year.	Am. Bk. Co.	.25
	Good		
Brown, C. L., and Bailey, C. S.	The jingle primer	Am. Bk. Co.	.30
	Lessons from familiar nursery rhymes; large vocabulary.		
Calmerton, Gail, and Wheeler, W. H.	Wheeler's graded readers; a primer.	Wheeler	.30
	Pictures from masterpieces; good text.		
Calmerton, Gail, and Wheeler, W. H.	Wheeler's graded readers; a first reader.	Wheeler	.30
	Reading lessons good; pictures from mas- terpieces		

First Year—Continued.

Author.	Title.	Publisher.	Price.
Christy, S. R.....	Pathways in nature and literature: part one. Good. Contains some new stories.	Univ. Pub. Co.	\$0.30
Christy, S. R.....	Pathways in nature and literature: a first reader Attractive; lessons based largely on nature. Many new words in first lessons.	Univ. Pub. Co.	.25
Cyr, E. M.....	Children's primer. (California State series) Lessons largely along the line of children's interests. Illustrations only fair. Too many new words to a lesson after page 4.	Ginn	.24
Cyr, E. M.....	Children's first reader. (California State series) Lessons generally interesting. Vocabulary increases rapidly. Illustrations fair.	Ginn	.28
Cyr, E. M.....	Dramatic first reader Excellent. Simple stories dramatized. Will be welcomed by teachers.	Ginn	.60
Ferris, — —.....	Our first school book Alphabet method. Phonic lessons with diacritical marking. Lessons specially good in last half of book.	Silver	.30
Gordon, E. K.....	Comprehensive method of teaching reading. Two Vols. Good phonic method.	Heath	each .35
Grover, E. O.....	Folk-lore readers: primer Good. Based on Mother Goose stories.	Atkinson	.30
Grover, E. O.....	Folk-lore readers: book one Good. Based on nursery rhymes and fables.	Atkinson	.30
Grover, E. O.....	Outdoor primer Attractive pictures of outdoor life. Good text.	Rand	.25
Grover, E. O.....	Overall boys Attractive pictures and lessons about a group of boys, their outdoor life, how they celebrated Christmas, and their adventures in the city. Vocabulary rather large and rather hard.	Rand	.45
Grover, E. O.....	Sunbonnet babies' book Same text and pictures as Sunbonnet babies' primer.	Rand	.75
Grover, E. O.....	Sunbonnet babies' primer Abundant colored pictures of the quaint sunbonnet babies make the book very attractive. Good lessons; large vocabulary.	Rand	.40
Hailman, W. N.....	Laurel readers: a primer Good phonic lessons, though fragmentary. Some good stories and pictures.	Heath	.25
—————	Heath readers: primer Good.	Heath	.25
—————	Heath readers: first reader..... Good lessons; vocabulary large and hard.	Heath	.25
Holton, M. A.....	Holton primer Good lessons and pictures; large clear print.	Rand	.25
Jones, L. H.....	Jones first reader	Ginn	.30
Jones, L. H.....	Jones readers by grades: book one. These two books are almost identical; both fairly good.	Ginn	.30
Lane, Mrs. C. A.....	Stories for children, first reader grade. Good, but lessons increase in difficulty too rapidly for average children.	Am. Bk. Co.	.30
Lane, M. A. L.....	Oricle stories Lessons based largely on nature study.	Ginn	.28
McCullough, A. W.....	Little stories for little people. Good supplementary reading for high first grade.	Am. Bk. Co.	.25
Murray, Clara	Playtime Attractive lessons full of play spirit. Vocabulary large.	Little	.50
Murray, Clara	Wide awake primer Excellent. A book which children greatly enjoy, both as to lessons and pictures.	Lothrop	.30

First Year—Continued.

Author	Title	Publisher.	Price.
Murray, Clara	Wide awake first reader. Excellent both as to text and illustrations.	Little	\$0.30
Noyes, M. I., and Guild, K. L.	Sunshine primer Very attractive as to lessons, pictures and suggested methods.	Ginn	.40
Peabody, S. C.	Step by step A good first book. Brief phonic lessons with diacritical markings.	Ginn	.35
Powers, E. M., and Balliet, T. M.	Morse readers: first book. Good.	Silver	.28
Praeger, S. R.	How they went to school. Picture book, little readings; the children are very fond of it.	Stokes	1.00
Predue, H. A., and La Victoire, F. E.	Lights to literature; book one. Attractive illustrations; good text.	Rand	.30
Regal, E. G.	Lessons for little readers. Good lessons; large vocabulary; not enough review. Lessons touch upon drawing, nature study and number.	Heath	.30
Sloan, K. E.	Primary readers, containing a complete course in phonics; first book. Lessons contain applied phonics; but pho- netic words are not dragged in.	Macmillan	.25
Smythe, E. L.	Roynard the fox One of the most popular books known. Emgerly read by children of grades 1-4.	Am. Bk. Co.	.30
Stewart, S. T., and Coe, Ida	First days in school. An excellent first book. Lessons very good, pictures attractive.	Am. Bk. Co.	.25
Summers, Mand	Thought reader; book one. Action lessons predominate. Vocabulary increases rapidly.	Ginn	.30
Thompson, J. G., and T. E.	For childhood days	Silver	.28
Turpin, E. H. L.	The rose primer Good. Simple lessons; reviews.	Am. Bk. Co.	.30
Varney, M. T.	The robin reader Large vocabulary, short sentences. Illus- trations only fair.	Scribner	.35
Ward, M. A.	Additional primer Good. By the use of pictures a limited vocabulary yields interesting lessons. Ward rational phonic system.	Silver	.36
Wood, M. H.	Children's first story book.	Am. Bk. Co.	.25

Second Year.

Author	Title	Publisher.	Price
Æsop	Fables; ed. by M. L. Pratt. 2 vols. Classics for children.	Ed. Pub. Co.	\$0.40
Appleton, H. C.	The bad Mrs. Ginger Readable story of a cat.	Stokes	.60
Arnold, S. L., and Gilbert, C. B.	Stepping stones to literature; second reader. Good lessons with seat work. Poems hard for the grade.	Silver	.40
Baldwin, James	The fairy reader Good. Favorite fairy stories for children well told.	Am. Bk. Co.	.35
Baldwin, James	Second fairy reader Folk stories from Austria, Bohemia, Scot- land, Norway, and Spain delightfully told.	Am. Bk. Co.	.40
Bass, Florence	Nature stories for young readers. Good descriptions, only fairly interesting to children.	Heath	.35
Bates, Lois	Fairy tale of a fox. Easy continuous tale.	Longmans	.15

Second Year—Continued.

Author.	Title.	Publisher.	Price.
Bigham, M. A.	Stories of a Mother Goose village. Quaint illustrations; readable stories.	Rand	80, 45
Blaisdell, E. A., and M. F.	Boy Blue and his friends. Very attractive. Stories in prose based on nursery rhymes. Children read it with interest.	Little	60
Blaisdell, E. A., and M. F.	Child-life in tale and fable; second reader. One of the best second readers. Classic stories that children like best, well told. Good illustrations.	Macmillan	35
Blodgett, F. E., and A. B.	The Blodgett readers; a second reader. Excellent. Bright, interesting lessons well told and graded. Good pictures.	Ginn	35
Brooks, S. D.	Brooks readers, second year. Very good. Contains several new stories.	Am. Bk. Co.	35
Bryce, C. T.	Robert Louis Stevenson reader Simple prose lessons, each leading up to the verse that follows from "Child's Garden of Verses." Illustrations good. This book is greatly appreciated by the children.	Scribner	40
Calmerton, Gail, and Wheeler, W. H.	Wheeler's graded readers; second reader. Good. Pictures from the masterpieces.	Wheeler	40
Carroll, S. W., and Jerome, H. L.	Around the world; book one. Very easy and interesting geographical reader.	Morse	40
Chance, L. M.	Little folks of many lands. An attractive book. Contents and pictures good.	Ginn	45
Chandler, Katherine.	The bird-woman Interesting continuous story of the Lewis and Clark expedition. Children object to the short sentences.	Silver	36
Craik, G. M.	Bow-wow and Mew-mew Easy story of a dog and a cat.	Heath	20
Cyr, E. M.	Children's second reader. (California State series) Text fairly good; some didactic lessons which have to be made interesting. Poems hard for the grade.	Ginn	36
Davis, A. C.	Nature stories for youngest readers. Good descriptions of animals. Sentences very short.	Ed. Pub. Co.	30
Foulke, E. E.	Twilight stories Easy stories.	Silver	36
Fox, F. C.	Indian primer A good book about Indians. Eagerly read by second grade children and by many of higher grades.	Am. Bk. Co.	25
Haaren, J. H.	Rhymes and fables. (Goldenrod series). Good for reading table rather than class use. Contains some stories not readily found elsewhere.	Univ. Pub. Co.	15
Hall, M. F., and Gilman, M. L.	Story land. (Hawthorne readers). Good.	Globe Sch. Bk.	36
— — — — —	Heath second reader	Heath	35
Jones, L. H.	Jones readers by grades: book two.	Ginn	35
Jones, L. H.	Jones second reader Books almost identical. Children read with interest.	Ginn	35
Judd, M. C.	Palmer Cox brownie primer. Vocabulary large. Supplementary reading for second grade.	Century	32
Judson, H. P., and Bender, I. C.	Graded literature readers; second book.	Maynard	40
Logie, A. E., and others	Story reader Good.	Am. Bk. Co.	30

Second Year—Continued.

Author.	Title.	Publisher.	Price.
Mott, S. M., and Dutton, M. B.	Fishing and hunting Excellent. Easy and interesting accounts of life among primitive people.	Am. Bk. Co.	\$0.30
Norris, E.	The story of Hiawatha Easy story. Illustrations poor.	Ed. Pub. Co.	.40
Norton, C. E., and Stephens, Kate	Heart of oak books: first book..... Good for reading table rather than for class use.	Heath	.25
O'Shea, M. V.	Six nursery classics	Heath	.20
Powers, E. M., and Palliet, T. M.	Silver Burdett readers: second book..... Good.	Silver	.36
Simms, M. H.	Child literature for first and second grades.. Good stories based on nursery rhymes, fables and folk-stories. Well graded.	Am. Bk. Co.	.30
Sloan, K. E.	Primary readers, containing a complete course in phonics: second book.....	Macmillan	.30
Smith, J. R.	Four true stories of life and adventure..... One of the very best books for second grades.	Harrison	.36
Smith, J. R.	Story of Washington Very good. Illustrations from children's drawings.	Harrison	.25
Smythe, E. L.	Old time stories retold Read to pieces by the children. Stories, pictures and print are excellent.	Am. Bk. Co.	.30
Stafford, A. O.	Animal fables Good. African folk stories	Am. Bk. Co.	.30
Stickney, J. H.	Pets and companions Good animal stories.	Ginn	.30
Thompson, J. G., and T. E.	Fairy tale and fable.....	Silver	.40
Turner, E. A.	Easy stories Readable little stories, most of them with- out much point.	Ginn	.30
Turner, E. A.	Short stories Similar to "Easy stories."	Ginn	.25
Welsh, L. D.	Outdoors Good descriptions of animals. Sentences too short for the grade.	Ed. Pub. Co.	.30
Wiltse, S. E.	Folk-lore stories and proverbs..... Good collection of folk stories.	Ginn	.30

Third Year.

Author	Title.	Publisher.	Price.
Abbott, Jacob	A boy on a farm..... A good wholesome account of boy life on a farm; appreciated by the few.	Am. Bk. Co.	\$0.45
— — — — —	Abraham Lincoln. (Paper) Good short account of Lincoln's life, told in simple language.	Ed. Pub. Co.	.05
Alcott, L. M.	Lulu's library. 3 vols..... Good short stories; much read by girls.	Little	each 1.00
Arnold, S. L., and Gilbert, C. B.	Stepping-stones to literature: third reader..	Silver	.50
Bailey, C. S., and Lewis, C. M.	For the children's hour An excellent collection of short stories and poems.	Bradley	1.50
Bailey, C. S.	Twilight stories Folk stories from the English, German, and Norwegian. Good.	— — — — —	.00
Baker, F. T., and others	Language readers, third year.....	Macmillan	.40
Bakewell, M. E.	True fairy stories Good stories, but not widely read.	Am. Bk. Co.	.35
Bayliss, Clara Kern	Two little Algonkin lads..... Account of child life among the Algonkins, with many Indian myths and legends. Illus- trated	Ed. Pub. Co.	.50

Third Year—Continued.

Author.	Title.	Publisher	Price
Beckwith, M. H.	In mythland. 2 vols.	Ed. Pub. Co.	\$0.35
Blaisdell, E. A., and M. F.	Child life in many lands: third reader. Interesting descriptions of child life, with folk stories of the country treated hard for the third year.	Macmillan	.36
Blodgett, F. E., and A. B.	Blodgett readers: a third reader. Third book of an excellent series. Fresh, interesting material; lessons that instruct and uplift.	Ginn	.45
Brooks, Dorothy	Stories of the red children. Indian folk stories.	Ed. Pub. Co.	.40
Brooks, S. D.	Brooks's readers, third year.	Am. Bk. Co.	.40
Brown, H. D.	Little Miss Phoebe Gay. A continuous story with a moral tone. Appeals to children.	Houghton	1.00
Burnham, Maud	Descriptive stories for all the year round. A charming little book, telling of children's experiences in the country.	M. Bradley	.50
Burt, M. E., ed.	Poems that every child should know. One of the best collection of poems for children. Should have place in every library.	Doubleday	1.00
Carrington, Edith, and Bell, E.	The animals on a strike.	Macmillan	.35
Carrington, Edith, and Bell, E.	Dick and his cat.	Macmillan	.35
Carrington, Edith, and Bell, E.	Rover and his friends. These three books are good stories of a rather slow English type.	Macmillan	.35
Carroll, Lewis, pseud.	Alice's adventures in wonderland. An imaginative story which has become a classic for children.	Ed. Pub. Co.	.50
Carroll, Lewis, pseud.	Through the looking-glass. Similar to Alice's adventures in wonder- land.	Ed. Pub. Co.	.50
Carroll, S. W., and Jerome, H. L.	Around the world; book two. Gives good geographical information, but material is poorly organized.	Morse	.50
Chance, L. M.	Little folks of many lands. Attractive geographical stories; good pic- tures.	Ginn	.45
Chandler, Katherine.	In the reign of the Coyote. Folk stories of the California Indians cleverly told.	Ginn	.40
Chase, Annie	Boyhood of famous Americans. An inspiring book for the boys of this grade.	Ed. Pub. Co.	.40
Clyde, A. M., and Wallace, Lillian	Through the year. 2 vols. Nature stories and poems adapted to the seasons.	Silver	.36
— — — — —	Columbus. (Paper)	Ed. Pub. Co.	.05
Coolidge, H. L.	In storyland	Harrison	.50
Craik, D. M.	Adventures of a brownie. A classic for children.	Ed. Pub. Co.	.40
Cyr, E. M.	Children's third reader. (California State series) Material generally good. Less might well be given about authors and more from their works. Several poems are difficult for even fourth grade pupils.	Ginn	.50
Davis, A. C.	Stories of the United States for youngest readers	Ed. Pub. Co.	.40
Dawes, Mrs. S. E.	Liberty Bell. (Paper)	Ed. Pub. Co.	.05
Dawes, Mrs. S. E.	Story of Pocahontas. (Paper)	Ed. Pub. Co.	.08
Dawes, Mrs. S. E.	Story of the Nursemen. (Paper)	Ed. Pub. Co.	.05
Defoe, Daniel	Story of Robinson Crusoe. Well told in simple words.	Ed. Pub. Co.	.30

Third Year—Continued.

Author.	Title.	Publisher.	Price.
Defoe, Daniel	Story of Robinson Crusoe. Arr. by James Baldwin. This is by all means the best edition of Robinson Crusoe.	—————	\$0.40
Denning, E. W., and T. O.	Children of the wild. Little Indian folk. Red folk and wild folk. Three books of stories about Indians; colored illustrations.	Stokes Stokes Stokes	1.25 1.25 1.25
Dopp, K. E.	The tree-dwellers	Rand	.45
Dutton, M. B.	In field and pasture. Excellent. Follows "Fishing and Hunting," treating of people of still greater advancement.	Am. Bk. Co.	.35
Field, Eugene	Love songs of childhood	Scribner	1.00
Field, Eugene	With trumpet and drum. Need no comment.	Scribner	1.00
Foulke, E. E.	Braided straws Short stories and poems. The stories of pioneer life are particularly good.	Silver	.40
Frazier, Mrs. C. F.	Master sunshine Readable story of a little boy.	Crowell	.50
Grimm, J. L., and W. V.	Grimm's fairy tales. Ed. by S. E. Wiltse. 2 vols. Good translation of these popular fairy stories.	Ginn	each .35
Haaren, J. H.	Fairy life. (Goldenrod series)	Univ. Pub. Co.	.20
Haaren, J. H.	Songs and stories. (Goldenrod series)	Univ. Pub. Co.	.15
—————	Heath third reader.	Heath	.40
Holbrook, Florence	Book of nature myths. Easy and interesting.	Houghton	.65
Hoyt, R.	Legends of the springtime. Nature myths	Ed. Pub. Co.	.40
James, G. W.	Scruggles, story of An interesting story of a wild bird that has been domesticated.	Little	1.00
Johonnot, James	Book of cats and dogs	Am. Bk. Co.	.17
Johonnot, James	Friends in feathers and fur	Am. Bk. Co.	.30
Johonnot, James	Grandfather's stories History stories.	Am. Bk. Co.	.27
Jones, L. H.	Jones third reader	Ginn	.50
Keeler, Charles	Elfin songs of sunland. Simple poems that appeal to the children.	Berkeley Sign of the Live Oak	1.00
Klingsmith, Annie	Household stories Familiar folk stories and Greek myths.	Flanagan	.35
Longfellow, H. W.	Story of Hiawatha. Arr. for schools by E. Norris Easy stories. Poor illustrations.	Ed. Pub. Co.	.40
Macomber, H. E.	Stories of great inventors. Good. A favorite book with boys.	Ed. Pub. Co.	.40
Macomber, H. E.	Stories of our authors. Holmes, Longfellow, Hawthorne, Bryant, Lowell, Alcott. Biography in interesting story form.	Ed. Pub. Co.	.40
Morley, M. W.	Seed-babies Interesting stories of how plants grow.	Ginn	.25
Peary, J. D.	The snow baby Account of Arctic regions; good pictures.	Stokes	1.20
Powers, E. M., and Balliet, T. M.	Silver Burdett third reader. Good. Fresh, interesting material.	Silver	.50
Pratt, M. L.	The far east and far west red children. Good.	Silver	.28
Pyle, Katharine	Prose and verse for children. Prose stories good; poetry fair.	Am. Bk. Co.	.40
Pyle, Katharine	Stories of humble friends An excellent collection of animal stories.	Am. Bk. Co.	.40
—————	Robert Fulton. (Paper). Good.	Ed. Pub. Co.	.05

Third Year Continued.

Author.	Title.	Publisher.	Price.
Sanford, Mrs. D. P.,	Rose, Tom, and Ned. Continuous story, very easy reading.	Dutton	\$0.75
Scudder, H. E.,	Book of folk stories. Good. Popular with the children.	Houghton	.60
Scudder, H. E.,	Book of legends. Very good.	Houghton	.50
Scudder, H. E.,	Fables and folk stories. Much appreciated by children.	Houghton	.40
Smith, Abbie	King Gobbler. Story of a turkey, describing country life.	Ed. Pub. Co.	.60
Smith, Gertrude	Arabella and Araminta stories.	Small	1.00
Smith, Gertrude	Roggie and Reggie stories.	Small	1.50
Smith, Gertrude	Story of Peter and Ellen. These three books are continuous stories in large print; good illustrations. Very attractive to children.	Small	1.50
Smith, M. E.,	Eskimo stories. Easy descriptions of Eskimo life. Good illustrations.	Rand	.35
Spedden, G. S.,	Docas, the Indian boy of Santa Clara. An excellent book; very popular with the children.	Heath	.35
Stevenson, R. L.,	Child's garden of verses. Classic poems for children.	Page	.50
— — — — —	Stories of great men. (Columbus, Washington, Penn. Putnam, Franklin.)	Ed. Pub. Co.	.50
Swett, Sophie	The littlest one of the Browns. A story that children enjoy.	Estes	.50
Swift, Jonathan	Gulliver's travels, in words of one syllable.	Altemus	.50
Swift, Jonathan	Gulliver's travels, the best portion of Gulliver's travels; well told; all objectionable passages omitted. Arr. by James Baldwin.	Am. Bk. Co.	.35
Thompson, J. G., and G. E.,	Nature, myth, and story; new century readers; third year.	Silver	.48
Walker, M. C.,	Our common birds and their nestlings. Excellent. Colored illustrations.	Am. Bk. Co.	.60
Ward, E. G., and Warner, Mrs. E. E. K.,	Rational method in reading; third reader.	Silver	.48
Waterman, S. D., and others	Graded memory selections.	Ed. Pub. Co.	.25
Williston, T. P.,	Japanese fairy tales. Japanese illustrations. Stories interesting, but most of them have little ethical content.	Rand	.75
Wyss, J. D.,	Swiss family Robinson. Arr. for little folks by Mary Godolphin.	Ed. Pub. Co.	.50

Fourth Year.

Author	Title.	Publisher	Price.
Abbot, A. B.,	A frigate's namesake. Good story for girls.	Century	\$1.00
— — — — —	About animals; retold from St. Nicholas.	Century	.65
Alcott, L. M.,	Eight cousins.	Little	1.50
Alcott, L. M.,	Jack and Jill.	Little	1.50
Alcott, L. M.,	Little men.	Little	1.50
Alcott, L. M.,	Little women.	Little	1.50
Alcott, L. M.,	Old-fashioned girl.	Little	1.50
Alcott, L. M.,	Old-fashioned thanksgiving.	Little	1.00
Alcott, L. M.,	Spinning-wheel stories.	Little	1.50
Alcott, L. M.,	Under the lilacs. Nothing better than Miss Alcott's stories has been written for girls.	Little	1.50
Allen, A. E.,	Children of the palm lands. Geographical reader.	Ed. Pub. Co.	.50
Andersen, H. C.,	Stories. (Riverside school library). Fairy stories that have become classics for children.	Houghton	.50

Fourth Year—Continued.

Author.	Title.	Publisher.	Price.
Andrews, Jane	Each and all	Ginn	\$0.50
Andrews, Jane	Seven little sisters Stories of little folks of other lands. Not enough illustrations	Ginn	.50
Arnold, S. L., and Gilbert, C. B.	Stepping stones to literature: a fourth reader	Silver	.60
Baldwin, James	Fifty famous stories retold. An excellent collection of classic stories.	Am. Bk. Co.	.35
Baldwin, James	Four great Americans. (Washington, Web- ster, Franklin, Lincoln).	Am. Bk. Co.	.50
Baldwin, James	Golden fleece: more old Greek stories. Excellent.	Am. Bk. Co.	.50
Baldwin, James	Old Greek stories Excellent.	Am. Bk. Co.	.45
Baldwin, James	Old stories of the east. Very good Bible stories.	Am. Bk. Co.	.45
Baldwin, James	Thirty more famous stories retold. A good addition to Fifty famous stories.	Am. Bk. Co.	.50
Barnes, A. M.	Little Betty Blew An Indian story that children like.	Lee	1.25
Bartlett, L. L.	Animals at home Good descriptions of animals.	Am. Bk. Co.	.45
Bass, Florence	Stories of pioneer life. Makes the pioneer life real to the children; appeals especially to boys	Heath	.40
Bayliss, C. K.	Lolani, the little cliff-dweller. Interesting story of a child lost among the deserted homes of the cliff-dwellers.	Public Sch.	.50
Bayliss, C. K.	Lolani in Tusayan Sequel to the former.	Public Sch.	.50
Baylor, F. C.	Juan and Juanita Very good story of two Mexican children captured by the Indians.	Houghton	1.50
Blaisdell, A. F.	Stories from English history. Excellent.	Ginn	.75
Blaisdell, A. F., and Ball, F. K.	Hero stories from American history. Good.	Ginn	.50
Blaisdell, A. F., and Ball, F. K.	Short stories from American history. Good.	Ginn	.40
Blaisdell, E. A., and M. F.	Child life in literature: a fourth reader. Good. Comprises rather long selections from children's classics.	Macmillan	.40
—————	Boston collection of kindergarten stories. Good collection of short stories.	Hammelt	.60
Bouvet, M. M.	Bernardo and Laurette Story of two Swiss children.	McClurg	1.00
Bouvet, M. M.	Child of Tuscany Story of child-life in Italy.	McClurg	1.25
Bradish, S. P.	Old Norse stories	Am. Bk. Co.	.45
Bradish, S. P.	Stories of country life. Good account of country industries.	Am. Bk. Co.	.45
Brooks, Edward	Story of the Iliad.	Penn	1.00
Brooks, Edward	Story of the Odyssey. Excellent. The best form of the Iliad and Odyssey for children	Penn	1.00
Brooks, E. S.	True story of Abraham Lincoln.	Lothrop	1.00
Brooks, E. S.	True story of Benjamin Franklin.	Lothrop	1.00
Brooks, E. S.	True story of George Washington.	Lothrop	1.00
Brooks, E. S.	True story of Lafayette. These are excellent books; appeal espe- cially to boys.	Lothrop	1.00
Brown, A. F.	Brothers and sisters	Houghton	1.00
Brown, H. D.	A book of little boys. Stories that children like.	Houghton	1.00

Fourth Year—Continued.

Author	Title.	Publisher	Price.
Brown, H. D.....	Little Miss Phoebe Gay.....	Houghton	\$1.00
Burnett, F. H.....	Little Lord Fauntleroy	Scribner	1.25
	An interesting story of good tone		
Burnett, F. H.....	Two little pilgrims' progress.....	Scribner	1.25
Burt, M. E., ed.....	Poems that every child should know.....	Doubleday	1.00
	One of the very best collections of poems for children		
Campbell, H. L.....	Little Jan the Dutch boy.....	Ed. Pub. Co....	.25
	Good interesting description of child life in Holland.		
Campbell, H. L.....	Wah Sing, our little Chinese cousin.....	Ed. Pub. Co....	.50
Campbell, H. L.....	Wewa, the child of the pueblos.....	Ed. Pub. Co....	.25
	Both good; character of contents indicated by titles.		
Carroll, S. W., and Hart, E. M.....	Around the world; third book.....	Silver	.50
	Geographical reader descriptive of the United States		
Carroll, S. W., and Jerome, H. L.....	Boys and girls of the Philippines and around the world	Silver	.60
Catherwood, M. H....	Rocky Fork	Lothrop	1.50
	Good story for girls.		
Chamberlain, J. F....	How we are clothed	Macmillan.....	.40
Chamberlain, J. F....	How we are fed.....	Macmillan	.40
Chamberlain, J. F....	How we are sheltered	Macmillan	.40
Chamberlain, J. F....	How we travel	Macmillan	.40
	Four excellent information readers; very readable.		
Chambers, R. W....	Forestland	Appleton	1.50
Chambers, R. W....	Orchardland	Harpers	1.50
Chambers, R. W....	Riverland	Harpers	1.50
	These three books are imaginative nature stories, in which plants and animals talk to children. Beautifully illustrated.		
Chance, L. M.....	Little folks of many lands.....	Ginn	.45
	Easy geographical reading. Good illustra- tions.		
Chase, Annie	Children of the wigwam.....	Ed. Pub. Co....	.40
	Indian legends.		
Clark, K. U.....	The Dole twins; or life in New England in 1807	Page	.50
	Interesting; written from the children's standpoint.		
Coates, E. M.....	Four little Indians	Winston	1.00
	Good story of three boys and a girl who played they were Indians		
Coffin, C. C.....	Winning his way	Estes	1.25
	Good book for boys.		
Comfort, E. M.....	Little hero of poverty flat.....	Whittaker	.50
	Story of a brave girl who helped to rescue entombed miners in the Sierra Nevadas.		
Comstock, H. T.....	A little dusky hero	Crowell	.50
	Good story of the Spanish war.		
Craik, D. M.....	Little lame prince	Heath	.30
	Good; a story that reaches the heart of the reader.		
Cyr, E. M.....	Fourth reader. (California State series).....	Ginn	.60
	Contains many good selections from the best literature, with possibly too much about authors. Difficult for fourth grades and in grades above the fourth entire books of his- tory, literature, and descriptive geography should supplant readers		
—————	Daring deeds; selections from the Youth's Companion	Mason	.50
	Thrilling stories of brave deeds.		
Davis, J. W.....	Four New York boys	Ed. Pub. Co....	.60
	History of New York in accounts of Indian, Dutch, English, and American boys. Good		

Fourth Year—Continued.

Author	Title.	Publisher.	Price.
Hawes, S. E.	Stories of our country. 2 vols. Good. Children read these history stories each with pleasure.	Ed. Pub. Co.	\$0.40
De la Rameé, Louise.	The child of Urbino, Raphael. Ed. by S. D. Jenkins	Ed. Pub. Co.	.30
De la Rameé, Louise.	Dog of Flanders	Ed. Pub. Co.	.40
	Good continuous story.		
De la Rameé, Louise.	Monflon. Ed. by S. D. Jenkins	Ed. Pub. Co.	.25
	Good story of a dog.		
Deming, T. O.	Little brothers of the west	Stokes	1.25
Dodge, N. S.	Stories of American history	Lee	1.00
Eddy, S. J.	Friends and helpers	Ginn	.60
	Good. Awakens sympathy for animals and tells how to care for them.		
Dickens, Charles	Charming children of Dickens. Stories by his granddaughter and others. The best that can be said about this book is that it is in Dickens' own language. Long descriptions are omitted and there are some transpositions to shorten sentences.	Smithsonian Co. L. A. Cal.	.00
Eggleston, Edward	A first book in American history	Am. Bk. Co.	.60
Eggleston, Edward	Stories of American life and adventure. Good	A. B. C.	.50
Eggleston, Edward	Stories of great Americans for little Americans	Am. Bk. Co.	.40
	Interesting short stories.		
Ewing, J. H.	Jackanapes and the brownies	Houghton	.25
	Good. Correlates well with State fourth reader. A touching story of a real boy.		
Firth, E. M.	Stories of old Greece	Heath	.30
	Good.		
Fletcher, R. H.	Marjorie and her papa	Century	1.00
Fon, Mme. Eugénie.	Boy life of Napoleon. Ed. by E. S. Brooks.	Lothrop	1.25
	Good.		
Forbes, C. B.	Elizabeth's charm-string	Little	1.50
Gladden, Washington.	Santa Claus on a lark	Century	1.25
	Good book of Christmas stories.		
Gould, E. L.	Little Polly Prentiss	Penn	1.00
	Good story for girls.		
Greene, F. X.	Legends of King Arthur and his court. A good book which boys specially enjoy.	Ginn	.50
Greenleaf, E. M. C.	Stories and tales from the animal world. Stories that children like to read; sometimes moral lessons are cleverly interwoven.	Ed. Pub. Co.	.50
— — — — —	Half a hundred stories for the little people. Good, many nature stories.	Bradley	.75
Hall, F. A.	Homerie stories	Am. Bk. Co.	.40
	Good.		
Hall, Jennie	Viking tales	Rand	.35
	Very good, gives a good picture of the times of the Vikings.		
Hardy, Mrs. A. S.	Sea stories for wonder eyes	Ginn	.40
	Good accounts of marine animals.		
Hawkes, Clarence	Little foresters	Crowell	.60
	Good stories of animals in their native haunts.		
Hawkes, Clarence	Stories of the good green woods	Crowell	.75
	Good animal stories.		
Hawkes, Clarence	Trail to the woods	Am. Bk. Co.	.40
	Good.		
Hawthorne, Nathaniel.	Little Puffydowndilly and other stories. Good. Correlates with State fourth reader.	Houghton	.40
Hawthorne, Nathaniel.	Wonderbook and tangledwood tales	Dent	.50
	Good stories of the Greek myths.		
Headland, I. T.	Our little Chinese cousin	Page	.60
	Good.		
— — — — —	Heath readers: fourth reader	Heath	.45
Hill, Elizabeth	My wonderful visit	Scribner	1.20
	Good, wholesome story for girls.		

Fourth Year—Continued.

Author	Title	Publisher	Price
Hill, Mabel	Lessons for junior citizens. An excellent book on civics in narrative form.	Ginn	\$0.50
Houghton, L. S.	Russian grandmother's wonder tales. Russian fairy and folk stories. Good.	Scribner	1.50
Jacobs, Joseph	English fairy tales. Good collection of interesting folk stories.	Burt	1.25
Jamison, Mrs. C. V.	Lady Jane A favorite book of many children.	Century	1.50
Jenness, Mrs. T. R.	Two young homesteaders Wholesome, interesting story.	Lothrop	1.25
Johnston, A. F.	Aunt Liza's hero Good short stories.	Page	.50
Johnston, A. F.	Big brother Good story; some dialect.	Page	.50
Johnston, A. F.	Joel, a boy of Galilee. Good; gives a good idea of the country.	Page	1.50
Johnston, A. F.	Little colonel in Arizona Good.	Page	1.50
Johnston, A. F.	Little colonel's hero Good.	Page	1.50
Johannor, James	Stories of heroic deeds.	Am. Bk. Co.	.30
Johannor, James	Stories of other lands.	Am. Bk. Co.	.40
Johannor, James	Stories of our country. Old, but worth reading.	Am. Bk. Co.	.40
Jones, L. H.	Jones fourth reader	Ginn	.65
Kelly, Mrs. M. A. B.	Short stories of our shy neighbors. Insects and birds. Good.	Am. Bk. Co.	.50
Kipling, Rudyard	Jungle book	Century	1.50
Kipling, Rudyard	Second jungle book Read with much interest by both boys and girls.	Century	1.50
Knox, J. J.	Little almond blossoms Stories of Chinese children in California. Good local coloring. The book contains some pigeon English. Illustrated from photographs.	Little	1.50
Kupfer, G. H.	Lives and stories worth remembering. Rightly named.	Am. Bk. Co.	.45
Lindsay, Maud	Mother stories	Bradley	each 1.00
Lindsay, Maud	More mother stories Both books contain good, wholesome short stories.	—	.00
— — — — —	Little Konrad, the Swiss boy. Good descriptions of Swiss scenery and of the life and habits of the Swiss people.	Ed. Pub. Co.	.40
Long, W. J.	Little brother to the bear.	Ginn	.50
Long, W. J.	Secrets of the woods.	Ginn	.50
Long, W. J.	Ways of wood folk.	Ginn	.50
Long, W. J.	Wilderness ways	Ginn	.45
Long, W. J.	Wood folk at school. These five are all successful nature books; good descriptions.	Ginn	.50
Longfellow, H. W.	Hiawatha, the Indian; from Longfellow's song of Hiawatha; by Ella Bocher.	Ed. Pub. Co.	.50
Lovejoy, M. L.	Nature in verse Very good selections, arranged for the different seasons.	Silver	.60
Mable, H. W., and Bates, K. L.	Norse stories Excellent.	Rand	.40
MacDonald, E. R.	Our little Canadian cousin. Good. Children read this book with interest.	Page	.60
Major, Charles	Bears of Blue river. Interesting bear stories, very popular with boys.	Macmillan	.50
Miller, O. T.	Kristy's queer Christmas. A collection of good Christmas stories.	Houghton	1.25
Morley, M. W.	The insect folk Familiar style.	Ginn	.45

Fourth Year—Continued.

Author.	Title.	Publisher.	Price.
Mowry, W. A., and A. M.	American heroes and heroism. A valuable book.	Silver	\$0.60
Muller, Mary	Little people of the snow. Description of Eskimo life in simple language.	Flanagan	.50
Muller, Mary	Story of Akimakoo, an African boy. An attractive book about Africa.	Flanagan	.35
Page, T. N.	Among the camps.	Scribner	1.50
Page, T. N.	Captured Santa Claus	Scribner	.75
Page, T. N.	Two little confederates. Three stories of child life in the south during the Civil War; children like them.	Scribner	1.50
Peabody, J. P.	Old Greek folk stories. Some of the Greek myths that were left untold by Hawthorne in his Wonderbook. Good.	Houghton	.25
Peary, J. D.	Children of the Arctic. Life among the Eskimos; good illustrations.	Stokes	1.20
Perry, F. M.	Life of Theodore Roosevelt. A book well worth reading.	Stradling	.60
Pierson, C. D.	Among the farmyard people. Good stories of farm animals.	Dutton	1.00
Pierson, C. D.	Millers at Pencroft. Good, simple story.	Dutton	1.00
Powers, E. M., and Balliet, T. M.	Silver Burdett readers; fourth book.	Silver	.60
Pratt, M. L.	America's story for America's children. Vols. 1-2 Early American history told in a very readable way.	Heath	.35-40
Pratt, M. L.	Legends of Norseland.	Ed. Pub. Co.	.40
Pratt, M. L.	Legends of the red children. Indian folk stories.	Werner	.30
Pratt, M. L.	Myths of old Greece. 3 vols. Simple and good.	Ed. Pub. Co.	1.10
Pratt, M. L.	Stories of Australasia	Ed. Pub. Co.	.60
Pratt, M. L.	Stories of China	Ed. Pub. Co.	.60
Pratt, M. L.	Stories of colonial children.	Ed. Pub. Co.	.40
Pratt, M. L.	Stories of England	Ed. Pub. Co.	.60
Pratt, M. L.	Stories of India	Ed. Pub. Co.	.60
Pratt, M. L.	Stories of northern Europe	Ed. Pub. Co.	.60
Pratt, M. L.	Stories of old Rome	Ed. Pub. Co.	.50
Pratt, M. L.	Stories of Columbus. All these books of Dr. Pratt-Chadwick's are good, children like them. The contents are explained by the titles.	Ed. Pub. Co.	.40
Price, L. L.	Lads and lassies of other days. Good stories of colonial and revolutionary periods.	Silver	.51
Richards, L. E.	Captain January The story of a babe adopted by an old sea captain. Good.	Estes	.50
Richards, L. E.	Five-minute stories Good short stories to tell or read to chil- dren.	Estes	1.25
Richards, L. E.	Four feet, two feet, and no feet. Animal stories; very good. The book is usually "read to pieces."	Estes	1.50
Richards, L. E.	More five-minute stories Good.	Estes	1.00
Riggs, Eleanor	Stories from lands of sunshine Stories of plants, animals and peoples of Southern United States, Hawaii, Japan, etc.	Am. Bk. Co.	.50
Raskin, John	King of the Golden river. Fairy story; a universal favorite among the children.	Heath	.20
— — —	St. Nicholas Christmas book Christmas short stories and poems.	Century	1.50

Fourth Year—Continued.

Author.	Title.	Publisher	Price.
Scandlin, Christiana.	Hans the Eskimo Good story of Eskimo life Good illustrations.	Silver	\$0.42
Schwartz, J. A.	Five little strangers and how they came to live in America North American Indian, English, African, Chinese, and Filipino children Good.	Am. Bk. Co.	40
Schwatka, Frederick.	Children of the cold Life of the Eskimo children. Excellent. A prime favorite with the children.	Putnam	1.25
Seawell, M. E.	Little Jarvis The story of a boy hero in the United States navy.	Appleton	1.00
Seton, E. T.	Krag and Johnny Bear.	Scribner . . . . .	.60
Seton, E. T.	Lobo, Rag, and Vixen. Good animal stories; excellent illustrations	Scribner . . . . .	.60
Sewell, Anna	Black Beauty Life of a horse; children love it	Altemus . . . . .	.50
Sexton, E. M.	Stories of California Good. History, description, and industries of California.	Macmillan . . . . .	.50
Shaw, E. R.	Big people and little people of other lands. Excellent geographical stories	Am. Bk. Co. . . . .	.30
Shaw, E. R.	Discoverers and explorers Excellent.	Am. Bk. Co. . . . .	.35
Sheldon, M. B.	One thousand men for a Christmas present. Good story of the Revolutionary War, telling of the capture by Washington of a thousand Hessians.	Estes . . . . .	.50
Sidney, Margaret. pseud.	Five little Peppers and how they grew Excellent; very popular with the children	Lothrop	1.50
Smith, A. N.	Bobtail Dixie Good story of a dog	Abbey Press	1.00
Smith, N. A.	Nelson the adventurer	Houghton	1.00
Spyri, Johanna	Moni the goat boy. Tr. by E. F. Kunz. Excellent. Uplifting stories of child life in the Swiss Alps.	Ginn	40
Starr, Frederick	American Indians Good, authentic and pleasingly written. Illustrated.	Heath	45
Stevenson, R. L.	Child's garden of verses.	Page . . . . .	.50
Stokes, Susan	Ten common trees Good	Am. Bk. Co. . . . .	.40
— — — — —	Stories from Arabian nights. Excellent. The very best edition; objectionable passages omitted.	Houghton	40
Taylor, Bayard	Boys of other countries. Good.	Putnam	1.25
Thomas, A. C.	Elementary history of the United States. Good.	Heath	60
— — — — —	Triumphs of science. Good stories of modern progress.	Ginn . . . . .	.30
Wade, M. H.	Our little African cousin.	Page . . . . .	.60
Wade, M. H.	Our little brown cousin.	Page . . . . .	.60
Wade, M. H.	Our little Cuban cousin.	Page . . . . .	.60
Wade, M. H.	Our little Eskimo cousin.	Page . . . . .	.60
Wade, M. H.	Our little German cousin.	Page . . . . .	.60
Wade, M. H.	Our little Hawaiian cousin.	Page . . . . .	.60
Wade, M. H.	Our little Irish cousin.	Page . . . . .	.60
Wade, M. H.	Our little Italian cousin.	Page . . . . .	.60
Wade, M. H.	Our little Japanese cousin.	Page . . . . .	.60
Wade, M. H.	Our little Jewish cousin.	Page . . . . .	.60
Wade, M. H.	Our little Norwegian cousin.	Page . . . . .	.60
Wade, M. H.	Our little Philippine cousin.	Page . . . . .	.60
Wade, M. H.	Our little Porto Rican cousin.	Page . . . . .	.60
Wade, M. H.	Our little Russian cousin.	Page . . . . .	.60
Wade, M. H.	Our little Siamese cousin.	Page . . . . .	.60

Fourth Year—Continued.

Author	Title	Publisher.	Price.
Wade, M. H.	Our little Swiss cousin.....	Page	\$0.60
Wade, M. H.	Our little Turkish cousin.....	Page .....	.60
	These are well told geographical stories; children like them.		
Wagner, Harr.	Pacific history stories	Whitaker .....	.50
	Contains a very good account of the Bear Flag Revolution.		
Warren, H. P.	Stories from English history: from B. C. 55 to A. D. 1901.....	Heath .....	.80
	Very good		
Waterman, S. D., and others	Graded memory selections.....	Ed. Pub. Co....	.25
	Good; poems selected by practical educators.		
—————	Webster. (Paper)	Ed. Pub. Co....	.05
Welsh, L. D.	Colonial days	Ed. Pub. Co....	.50
	Good. In simple language. Illustrated.		
White, E. O.	A borrowed sister	Houghton	1.00
White, E. O.	Little girl of long ago.....	Houghton	1.00
White, E. O.	When Molly was six.....	Houghton	1.00
	All good, simple stories.		
White, E. S.	The magic forest	Macmillan	1.50
	Good; has the fresh charm of the woods.		
Wiggin, K. D.	The bird's Christmas carol.....	Houghton .....	.50
	Christmas story of a little lame girl. Excellent.		
Wiggin, K. D.	Half a dozen housekeepers.....	Altamus .....	.75
	Good story of six girls and their house-keeping		
Wiggin, K. D.	The story hour	Houghton	1.00
	Excellent collection of short stories.		

Fifth Year.

Author.	Title.	Publisher.	Price.
Aldrich, T. B.	The story of a bad boy.....	Houghton	\$1.25
	Story of a real boy who was not so very bad.		
Andrews, Jane	Ten boys on the road from long ago till now.....	Ginn .....	.50
	An instructive book well characterized by the title. Lacks illustrations.		
Arnold, E. J.	Stories of ancient people.....	Am. Bk. Co....	.50
	Very good		
Austin, Mary	The basket woman	Houghton	1.50
	Indian stories from Pacific slope.		
Baker, R. S.	Boys' book of inventions.....	Doubleday	2.00
	Very good. Takes up such subjects as liquid air, wireless telegraphy, the modern motor vehicle, X-ray photography, etc.		
Baldwin, James	Four great Americans: Washington, Franklin, Webster, Lincoln.....	Am. Bk. Co....	.50
	One of the best books of biography for children.		
Barnes, James	Drake and his yeomen; a true account of the character and adventures of Sir Francis Drake	Macmillan	2.00
	Boys like it.		
Barnes, James	The hero of Erie. (Oliver Hazard Perry).....	Appleton	1.00
	Good. Specially popular with boys.		
Barnes, James	Yankee ships and Yankee sailors; tales of 1812	Macmillan .....	.50
	Stories of the American navy that boys like.		
Bebe, M. B.	Four American naval heroes: Paul Jones, Perry, Farragut, Dewey	Am. Bk. Co....	.50
Blanchard, A. E.	Daughter of freedom	Wilde	1.50
	Good story for girls.		
Blanchard, A. E.	Girl of '76.....	Wilde	1.50
	Good story for girls.		
Boyesen, H. H.	Boyhood in Norway	Scribner	1.25
Boyesen, H. H.	Modern Vikings	Scribner	1.25

Fifth Year—Continued.

Author.	Title.	Publisher.	Price.
Boyesen, H. H.	Norseland tales Three good books of home life in Norway.	Scribner	\$1.25
Brooks, E. S.	Story of the American sailor.	Lothrop	1.50
Brooks, E. S.	Story of the American soldier. Good.	Lothrop	1.50
Brooks, S. E.	True story of U. S. Grant. A book that boys like.	Lothrop	1.50
Brooks, S. E.	Boy emigrants A good story of crossing the plains to California in early days. Contains some vernacular.	Scribner	1.25
Brooks, Noah	Lem: a New England village boy.	Scribner	1.00
Burton, A. H.	Four American patriots: Patrick Henry, Alexander Hamilton, Andrew Jackson, Ulysses S. Grant Excellent; gives faithful picture of the times. Will tend to make children better Americans.	Am. Bk. Co.	.50
Burton, A. H.	Lafayette, the friend of American liberty. Good.	Am. Bk. Co.	.35
Butterworth, H.	True to his home, a tale of the boyhood of Franklin Good.	Appleton	1.50
Carpenter, K. E.	Story of Joan of Arc for boys and girls. The familiar style detracts from the greatness of the story, yet the book is well worth a place in the juvenile library.	Lee	1.00
Chandler, Katherine.	Habits of California plants. Good. Illustrations from photographs.	Ed. Pub. Co.	.60
— — — — —	Civil war stories retold from the St. Nicholas Good.	Century	.65
— — — — —	Colonial stories retold from the St. Nicholas. Good.	Century	.65
— — — — —	Daring deeds: selections from the Youth's Companion Very good. Thrilling stories of brave deeds.	Mason	.50
Dodge, M. M.	Donald and Dorothy Good story for both boys and girls.	Century	1.50
Dodge, M. M.	Hans Brinker Good story dealing with child life in Holland.	Scribner	1.50
Dodge, M. M.	Land of Pluck Good account of Holland.	Century	1.50
DuChaillu, P. B.	Country of the dwarfs. Life with the pygmy tribes of Africa	Harper	1.25
DuChaillu, P. B.	In African forest and jungle. Good.	Scribner	1.50
DuChaillu, P. B.	Land of the long night. Good accounts of the life in the Arctic regions of Northern Europe; gives an excellent description of the country, the people and the animal life.	Scribner	2.00
DuChaillu, P. B.	Stories of the gorilla country. Travels in Africa.	Harper	1.25
Dutton, M. B.	Little stories of France.	Am. Bk. Co.	.40
Foster, W. B.	With Ethan Allen at Ticonderoga. Good.	Penn	.40
Francillon, R. E.	Gods and heroes.	Ginn	.40
Giberne, Agnes	The romance of the mighty deep. The wonders of the ocean.	Lippincott	1.50
Gould, E. L.	Little Polly Prentiss Good, wholesome story for girls.	Penn	1.00
Greene, F. N.	Legends of King Arthur and his court. Very good.	Ginn	.50
Hawkes, Clarence	The trail to the woods. Very readable account of the animal life in the woods.	Am. Bk. Co.	.40
Holden, E. S.	Our country's flag and flags of foreign nations	Appleton	.75

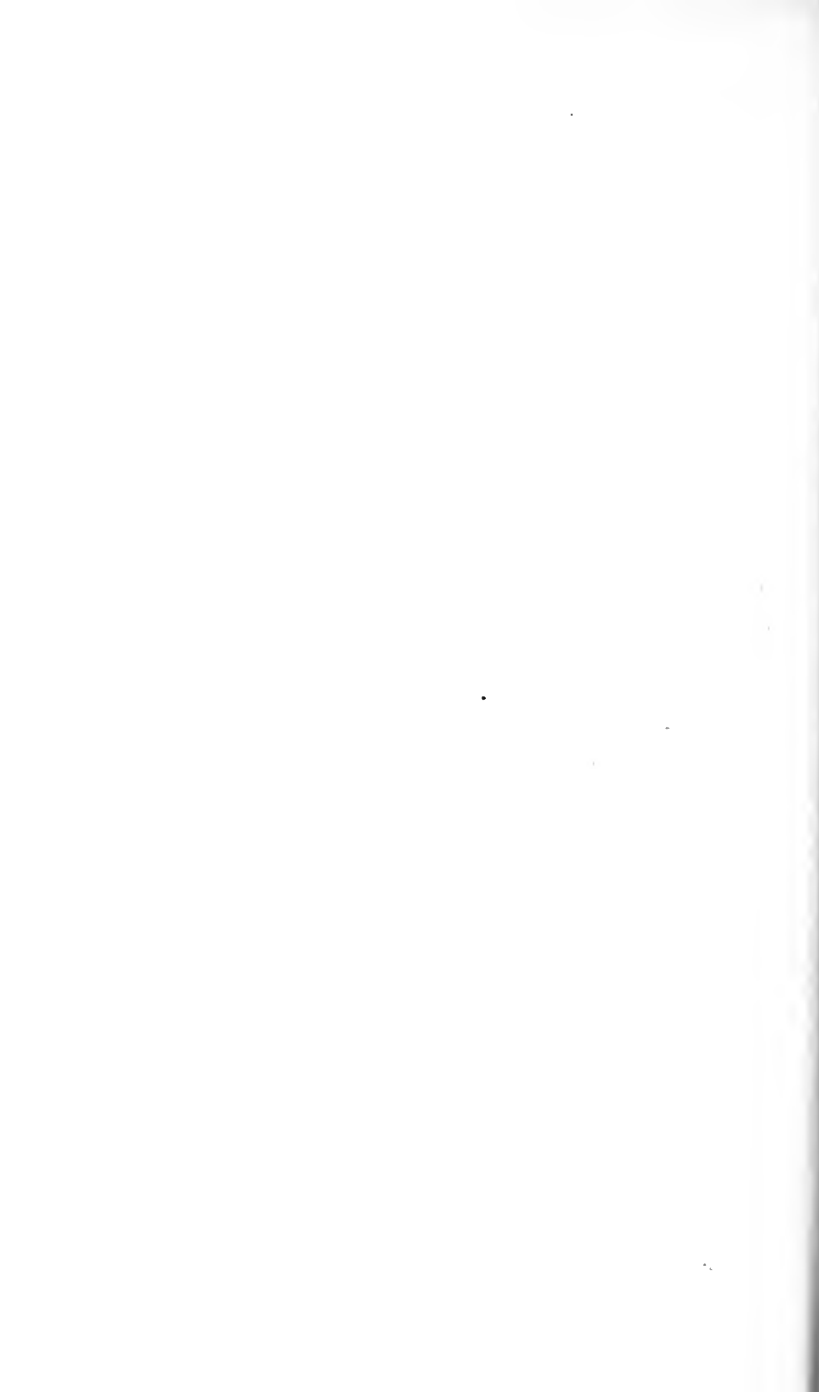
Fifth Year—Continued.

Author.	Title.	Publisher.	Price.
Holder, C. F.....	Half hour with fishes, reptiles, and birds.....	Am. Bk. Co.....	\$0.60
Hood, M. G.....	Tales of discovery on the Pacific coast..... Many of the stories, such as the story of San Diego Bay, and the story of San Fran- cisco Bay, can not be found in simple form elsewhere. Good.	Whitaker .....	.50
Jenness, Mrs. T. R.....	Two young homesteaders	Lothrop	1.25
	Very good story of farm life in Kansas.		
Johnston, A. F.....	Little colonel stories	Page	1.50
	The children all like these stories of life in Kentucky.		
Jordan, D. S.....	Matka and Kotik	Whitaker .....	.75
	Story of the fur seals based on the author's experience. Very good.		
Jordan, D. S.....	True stories of birds and beasts.....	Heath .....	.40
	A good collection of animal stories from Thoreau, Irving, Joaquin Miller, David Starr Jordan and others.		
Judd, M. C.....	Wigwam stories	Ginn .....	.75
	Good account of Indian life.		
Keeo, Josiah	Seashells and sea life.....	Whitaker .....	.50
	Deals specially with west coast shells; use- ful in California.		
Kieffer, H. M.....	Recollections of a drummer boy.....	Houghton	1.50
	Excellent for the children who want "true stories." Life in the Union army during the Civil War.		
Kingsley, N. F.....	Four American explorers: Lewis and Clark, Fremont, Kane	Am. Bk. Co.....	.50
	Very good.		
Krout, M. H.....	Mie's visit to the Hawaiian islands.....	Am. Bk. Co.....	.45
	Good description of the islands and the people by one who visited them.		
Krout, M. H.....	Two girls in China.....	Am. Bk. Co.....	.45
	Interesting account of the author's travels in Hawaii, China, and Japan.		
Lee, Yan 'Phou.....	When I was a boy in China.....	Lothrop .....	.60
	Very good.		
Mabie, H. W.....	Heroes every child should know.....	Doubleday .....	.90
Mabie, H. W.....	Legends every child should know.....	Doubleday .....	.90
Mabie, H. W.....	Myths that every child should know.....	Doubleday .....	.90
	These three books are all good.		
Marden, O. S.....	Stories from life	Am. Bk. Co.....	.45
	Good stories, each with a purpose.		
Marden, O. S.....	Winning out	Lothrop	1.00
	Good stories, each with a purpose, <i>e. g.</i> , "Why Garfield kept his light burning."		
Marryat, Frederick ..	Mr. Midshipman Easy	Macmillan	1.00
	Old fashioned, but still a favorite with some boys.		
Matthews, Brander ..	Poems of American patriotism.....	Scribner .....	.60
	Good. The title characterizes the book sufficiently.		
Montgomery, D. H., ed.....	Heroic ballads	Ginn .....	.50
	Good collection.		
Munroe, Kirk	Dorymates: a tale of the fishing banks.....	Harper	1.25
Munroe, Kirk	Flamingo feather	Harper .....	.60
	Story of the French in America in 1564. A great favorite with the boys.		
Needham, Kirk	Outdoor studies: a reading book of nature studies	Am. Bk. Co.....	.40
	Good illustrations.		
Perry, F. M.....	Four American inventors: Fulton, Whitney, Morse, Edison	Am. Bk. Co.....	.50
	A great favorite with boys.		
Perry, F. M.....	A life of Theodore Roosevelt.....	Stradling .....	.60
	A good, simple biography.		
Perry, F. M., and Beche, K.	Four American pioneers: Boone, Crockett, Clark, Carson	Am. Bk. Co.....	.50
	Good.		

Fifth Year—Continued.

Author.	Title.	Publisher.	Price.
Persons, E. A.	Our country in poem and prose. An excellent collection.	Am. Bk. Co.	\$0.50
Pitnam, L. W.	Stories of old France Very good.	Am. Bk. Co.	.60
Pratt, M. L.	De Soto, Marquette and La Salle. Good.	Ed. Pub. Co.	.30
Pratt, M. L.	Stories of Massachusetts Excellent.	Ed. Pub. Co.	.60
— — — — —	Purpose and success. (Companion series). Excellent short stories.	Mason	.50
Pyle, Howard	Some merry adventures of Robin Hood. Many consider it the best collection of stories of Robin Hood for children.	Scribner	.60
Radford, M. L.	King Arthur and his knights. Good. Specially enjoyed by boys.	Rand	.75
— — — — —	Revolutionary stories retold from the St. Nicholas Good.	Century	.65
Richards, L. E.	Melody The happy life of a little blind girl.	Estes	.50
Seton, E. T.	Biography of a grizzly.	Century	1.50
Seton, E. T.	Lives of the hunted.	Scribner	1.75
Seton, E. T.	Trail of the Sandhill stag.	Scribner	1.00
Seton, E. T.	Two little savages	Scribner	2.00
Seton, E. T.	Wild animals I have known.	Scribner	2.00
Seton, E. T.	Animal heroes These are all excellent animal stories, told in the author's interesting style. Excellent illustrations.	Scribner	2.00
Sexton, E. M.	Stories of California Good. History, descriptions, and industries of California.	Macmillan	.50
Smith, N. A.	Three little Marys Story of three little girls, English, Scotch, and Irish.	Houghton	.85
Stevenson, R. L.	Treasure island Always a favorite with boys.	Burt	.50
Stoddard, W. O.	Dab Kinzer: a story of a growing boy. A good, interesting book.	Scribner	1.00
Stoddard, W. O.	Talking leaves: an Indian story.	Harper	.60
Stoddard, W. O.	Two arrows Both books are interesting stories about Indians.	Harper	.50
Stone, G. L. and Fickett, M. G.	Days and deeds a hundred years ago. Excellent. Short stories.	Heath	.35
Stone, G. L. and Fickett, M. G.	Every day life in the colonies. Very good. Gives good picture of the times.	Heath	.35
Stratemeyer, Edward.	American boy's life of Theodore Roosevelt. Interesting and helpful.	Lothrop	1.25
Tappan, E. M.	Robin Hood: his book. Stories of Robin Hood and his merry men told in fresh, breezy style. Appeals to both girls and boys.	Little	1.50
Trowbridge, J. T.	Two Biddicut boys Good story of two boys and their adven- ture with a trick dog.	Century	1.50
Vaile, C. M.	Truth about Santa Claus. A sweet little story that warms one's heart. Good for children and older people.	Crowell	.50
Wagner, Harr.	Pacific nature stories	Whitaker	.50
Warner, C. D.	Being a boy	Houghton	1.25
White, W. A.	The court of boyville	McClure	1.50
Whitney, E. L. and Perry, F. M.	Four American Indians: King Philip. Tecumseh, Pontiac, Osceola Good.	Am. Bk. Co.	.50
Wiggin, K. D.	Polly Oliver's problem. Very good story for girls.	Houghton	1.00
Wiggin, K. D.	Timothy's quest A touching story that children like.	Houghton	1.00





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